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THE UNIVERSITY OF ALBERTA

PERCEPTIONS OF COUNSELLOR FUNCTIONS WITHIN YELLOWHEAD SCHOOL DIVISION

by

(C) BRIAN ALEXANDER O'KURLEY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

SPRING 1987

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(SIGNED) Brian O'Kurley

PERMANENT ADDRESS:

5714 Westhaven Drive

Edson, Alberta

T0E 0P0

DATED April 13 1987

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Perceptions of Counsellor Functions Within Yellowhead School Division", submitted by Brian Alexander O'Kurley, in partial fulfilment of the requirements for the degree of Master of Education in Educational Administration.

.....

Supervisor

.....

.....

Date ...April 13....., 1987

DEDICATION

This study is dedicated to the students of Yellowhead School Division No. 12.

ABSTRACT

The purpose of this study was to survey the perceptions of counsellor functions as held by principals, counsellors, teachers, and parents in Yellowhead School Division. This study was designed to identify and compare these perceptions and to discuss perceptual differences as they relate to various counsellor functions.

Literature related to counselling was reviewed to demonstrate a need for counselling programs and to discuss various counsellor functions. Information about counselling programs in Yellowhead School Division was discussed.

Two questionnaires were designed to survey the perceptions of principals, counsellors, teachers, and parents in Yellowhead School Division. One questionnaire collected data from principals, counsellors, and teachers. A separate questionnaire was designed to collect data from parents. A total of two hundred and ninety-three questionnaires were sent to principals, counsellors, and teachers in Yellowhead School Division. Eighty-six percent of educators responded to the survey. Twenty-five randomly

selected parents were interviewed.

The findings revealed that parents, teachers, counsellors, and principals share similar expectations with respect to the functional role of the school counsellor. All of these stakeholder groups were in favor of formalized role description for school counsellors. The process of developing counsellor goals and a counsellor role description should involve parents, teachers, the principal, and, to a significant extent, the school counsellor.

Data from this study indicated that many teachers and parents were not aware of many functional aspects of school counselling programs. Strategies must be developed to increase awareness of counsellor functions among teachers and parents.

Research findings show that, although counsellor services are perceived to be valuable, many counsellors in Yellowhead School Division are perceived to be unqualified. Policies should be developed to provide for the formal training of all school counsellors.

Findings revealed that administrator functions and counsellor functions are perceived to be in conflict with each other. When practicable, it is suggested that counsellor duties be assigned to someone other than a school administrator.

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CHAPTER I

THE PROBLEM

Introduction

School-based educational administrators are concerned with learning programs in their schools. In addition to instruction oriented programs an important educational element is personnel service programs. Such programs include a range of guidance services aimed at meeting student needs which are not addressed by the curriculum. At the foundation of guidance services is counselling.

School counselling is a service intended to assist the student to adjust more effectively to himself and to his environment. Although much of this service is provided by teachers and administrators, the counselling specialist or guidance counsellor has emerged as the educator primarily responsible for counselling.

Counselling programs have existed in schools for many years. The first such program, introduced at Boston in 1908 by Frank Parsons, was intended to provide assistance to students in choosing a vocation wisely and making the transition from school to suitable work. (Gibson & Mitchell, 1981) Since then counselling has evolved as an integral part of the school program throughout North America.

'Counselling programs began in Canadian schools during the late 1940s. In Alberta the Guidance Branch of the Department of Education was established in 1947. Two years later a few specially trained counsellors were assigned to a small number of large high schools to provide help for students leaving school. As a result of special federal grants for counsellor training the number of counsellors grew through the 1950s and with this increase came an expanded role for school counsellors.' (Task Force, 1981) In addition to the traditional role of vocational counselling, the guidance counsellor became responsible for educational, personal, and social needs of students. By the 1960s many junior high schools offered counselling services to their students. This service was further expanded to elementary schools in the 1970s. A study by Mott (1978) indicated that Alberta schools employed six hundred and thirty-nine full-time and part-time counsellors. Alberta Education estimates the current figure at over seven hundred.

The growth of counselling in Alberta Schools is evidence of a need for this important guidance service. The Task Force on Guidance Counselling (1981) found clear support for counselling programs through conditional grants.

Other recommendations include clarification of perceptions, communication of the nature of services, and involvement of teachers, parents, and principals in guidance and counselling at the local level.

The purpose of this study is to survey perceptions of counsellor functions as held by principals, counsellors, teachers, and parents in Yellowhead School Division. This study is intended to identify these perceptions and to analyze perceptual differences as they may relate to counselling effectiveness. Residual products of the study will be an increased awareness of counselling functions in the jurisdiction and a potential tool for improvement of Yellowhead's counselling program.

Problem Statement

How do principals, counsellors, teachers, and parents compare with the respect to their perceptions of counselling functions in Yellowhead School Division?

Research Questions

Specifically the study is concerned with the following questions:

1. How do principals' perceptions of counsellor functions compare with counsellors' perceptions of counsellor functions?
2. How do principals' perceptions of counsellor functions compare with teachers' perceptions of counsellor functions?
3. How do principals' perceptions of counsellor functions compare with parents' perceptions of counsellor functions?
4. How do counsellors' perceptions of counsellor functions compare with teachers' perceptions of counsellor functions?
5. How do counsellors' perceptions of counsellor functions compare with parents' perceptions of counsellor functions?
6. How do teachers' perceptions of counsellor functions compare with parents' perceptions of counsellor functions?

Significance of the Study

The cognitive development and the physical development of students have long been a concern of educational organizations. In recent years, however, educators have widened their focus to include affective education in

order to enhance efforts in the cognitive and physical domains. The affective domain is the learning dimension that is associated with student understanding of their own emotions and attitudes.

The challenge of affective education has resulted in an increase in counselling programs at all levels in schools throughout the Province of Alberta, and indeed throughout the nation. In addition to traditional secondary school counselling, many elementary schools are now working toward development of elementary school counselling services. Yellowhead School Division, in rural Alberta, provides counselling services in fifteen of its seventeen schools. This represents a significant increase in local counselling interest when compared to the services of a decade earlier.

Given the limited research in the area of school counselling in rural Alberta and the increasing demand for research at the local level, this study will contribute significantly to the knowledge of student service programs. Because this study is sufficiently limited in scope, its results can be readily communicated and thus potentially useful in improving Yellowhead's counselling program.

Limitations

1. The uncertain reliability and validity of the instrument used to collect data concerning the perceptions of counsellor functions places a limitation on the study.
2. In time, changes in counselling policy and funding may occur, thus increasing the rate at which the perceptions of the populations surveyed may change.
3. The findings of this study are limited to the populations involved. Generalizations to other school systems should be made with caution.

Delimitations

1. This study is restricted to principals, counsellors, teachers, and parents within the Yellowhead School Division.
2. This study is restricted to schools which provide at least seven hours of counselling services per week.
3. This study is restricted to a selected number of counsellor functions.

Definition of Terms

Counselling refers to a service intended to assist the student through face-to-face relationships to adjust more effectively to himself and to his environment.

Counsellor refers to a person with a teaching certificate who is assigned to carry out full-time and part-time counsellor functions in his school.

Counsellor functions refers to activities engaged in by the counsellor to meet affective needs of students. These activities include counselling, consulting, and coordinating.

Affective refers to the human dimension of emotions and attitudes.

Counselling program refers to an organized plan for the delivery of counselling services including philosophy rationale, goals and objectives, methods for achieving objectives, and evaluation procedures.

CHAPTER II

REVIEW OF RELATED LITERATURE

The following sections review literature related to three areas. The first is a review of literature related to a rationale for school counselling in today's society. Second, a review is made of several studies relating to the functions of the school counsellor. Finally, research directly related to counselling in Yellowhead School Division is reviewed.

Rationale for School Counselling

Counselling is an important part of human growth and development.

> "Humankind has throughout the ages sought the advice and counsel of others believed to possess superior knowledge, insights, or experiences... Perhaps the first counterparts of the present-day counsellors were the chieftans and elders of the ancient tribal societies to whom youth turned or were often sent for advice."
> (Gibson and Mitchell, 1981)

In today's society the need for counselling is becoming increasingly more apparent.

"From 1950 to the present, we have experienced unprecedented growth and economic development. Rapid and unexpected changes have occurred giving rise to needs and challenges greatly different from those of the past. Industrialization, urbanization, geographic and upward mobility, changing patterns of family living, the move from 'the baby boom' to zero growth, changing work roles and conflicts in values, attitudes, and morals not only have provided new challenges but also have added new problems to our society... . The needs, challenges, and problems of a society become a concern for the education of that society... (because) as an integral part of society, children and adolescents within our schools manifest aspects of these needs and problems." (Herman, 1981)

Counselling, then, is an important aspect of the total educational process. Carl Rogers, Rudolf Dreikurs, and William Glasser are among the counselling theorists whose views have helped school counsellors and other educators to see that "...the educational process consists of more than cognitive activity, that the process involves emotional, social, and other factors as well. Rogers has

persuasively argued that students learn best when educators create a geniune, caring, and empathetic climate in schools." (Gerler, 1982)

Brown (1980) suggests that counselling programs "...complement and strengthen students abilities to engage in learning, by identifying and providing for educational, career, and personal/social needs of students."

The 1981 Alberta Education Report of the Task Force on School Counselling and Guidance agrees and states that...

> "...consistent with the philosophy of education, school counselling concerns itself with students in the developmental process of maximizing their potential. The counsellor works within the educational framework and the students' total environment to enable each child to arrive at an identity and learn to make choices and decisions that lead to effective functioning as a worthwhile being."

In the study the Task Force found clear support from educators, parents, and the community for school counselling programs.

In 1968, the Guidance Council of the Alberta Teachers' Association published A Rationale for Guidance and Counselling in Alberta Schools. In this booklet the A.T.A. stated

that "...the most direct, the most important, and, if skillfully carried out, the most effective procedure in the total guidance program is that of individual counselling with students."

When adopting the Goals of Basic Education in 1978, the Alberta Legislative Assembly asserted that...

> "...counselling services reinforce and embrace the efforts of school, home, and community by assisting children to maximize their potential and make a positive contribution to society. School ... counselling can contribute positively to the attainment of the Goals of Schooling."
> (Alberta Education, 1984)

Zaccaria, Bopp (1981) and Tolbert (1982) agree that counselling in schools is an important part of the educational process - particulary in affective and life planning aspects.

Several studies have been carried out to examine the effectiveness in improving school climate and humanizing education. Ryan (1980) found support for counselling as a means to increase students' career awareness and in-

formation gathering activities. A 1981 study by Springstead reveals counselling as an effective tool in dropout prevention. Guillen (1981) conducted research showing that school counselling contributes positively to the development of high student self esteem. Yet another study by Celotta (1981) showed that both students and teachers reported positive changes as well as improved attendance.

Results from Cobb's (1983) study indicate counsellor-consultation intervention can be successful in reducing behavior problems. These findings are supported by Crabb's (1984) research which suggested that elementary school counsellors had a positive impact on self-acceptance, school attitudes, following rules, and family relations. School counselling was also found to be effective in dealing with students experiencing school adjustment problems. (Chandler, 1984)

The preceding review of literature and research findings emphasized the need for effective school counselling programs. In our increasingly complex society counselling in schools has become a very important aspect of the total educational process.

Functions of the School Counsellor

Effective school counselling depends upon how the counsellor performs the various functions of the school counselling program. Opinions as to the functions of the school counsellor vary.

Pietrofesa, Bernstein, Minor, and Stafford (1980) claim that the counsellor should "...counsel students; consult with teachers, administrators, and parents; interpret student demographic data for public dissemination, and coordinate all school counselling resources... From two-thirds to three-quarters of the counsellor's time should be committed to the first two of the above activities in both elementary and secondary school."

Herman (1981) sees the functions of the school counsellor as follows:

1. Counselling with students on matters of self understanding, decision-making, and planning, using both individual and group situations.
2. Consulting with staff and parents on

questions of student understanding and student management.

3. Studying changes in the character of the student population and making a continuing interpretation of this information to the school administration and to curriculum development committees.
4. Performing a liason function between other school and community counselling resources.

Gibson, Mitchell, and Higgins (1983) claim that the school counsellor must function as a "...consultant to parents, other educators, youth workers, and administration." Other functions advocated include those of a "...human resources developer and change agent."

Foster, Fitzgerald, and Beal (1980) identify the following functions for school counsellors.

1. Perform counselling services (preventative and crisis) by working with each student individually and/or in groups at least one time during the school year.

2. Develop a career education program for each student.
3. Consult with parents concerning their childrens' academic, personal-social and vocational development with suggestions for facilitating positive student growth.
4. Implement a program of placement and follow-up services for the student within a school, as well as those who will be transferring, dropping out, or graduating from the school system.
5. Serve as a liason with other professional support services (school psychologist, special education, health, etc.) by making proper referrals to agencies available within the school and community.
6. Serve as a resource and support person for teachers and administrators.
7. Develop a public relations program to familiarize the community with school guidance services.
8. Utilize student information to better improve student understanding.

9. Establish methods to evaluate the effectiveness of the school guidance program.
10. Participate in the development of school curriculum.
11. Provide a developmental guidance program in the elementary, middle, and senior high levels of the school system.
12. Participate in professional growth and development.

Ballast and Shoemaker (1980) suggested that expectations of counsellors differ. Their research indicates that the following be considered as functions of the elementary counsellor.

1. Initiates activities that prepare prospective kindergarten students for elementary school and ensure delivery of services to prospective students with special needs.
2. Plans and initiates activities that help students new to the school to adjust to their new environment.
3. Initiates contact and/or accept appointments with students who have academic,

personal, and educational concerns or problems.

4. Facilitates the delivery of services to the gifted and talented; to those having academic problems;...bilingual and home-bound students; and to those students who have been administratively disciplined.
5. Plans and participates in classroom presentations/activities related to the areas of descision making, self-understanding, and career awareness.
6. Contacts students with grade deficiencies, frequent absences, suspensions, and those returning from enrollment in alternative programs.
7. Coordinate the referral process for student services in the building in order to insure that each student's social, personal, and academic needs are filled.
8. Coordinates the grade level testing program, administer appropriate individual tests, and interpret student test results to students, parents, and staff.
9. Provides information and consultation services to staff regarding students, and

interpret student needs to staff.

10. Works with parents individually and in groups, in order to help them understand child growth and development, family system, parental roles, problem children, etc.

Gibson and Mitchell (1981) state that "...in addition to counselling, coordinating, and consulting functions, the elementary school counsellor has responsibilities for the orientation, assessment, and career development needs of pupils."

While much of the counselling literature emphasized counselling activities, Wagenaar's (1982) study pointed to a different view of high school counselling services.

> "Results indicated counselling resources were more important to students than counsellor activities. Services related to continuing education were most highly valued."

Carstensen and Melnychuk (1980) caution that "...there is a need for reorganization of existing materials to alleviate the bandwagon effect if new methods of...counselling are to improve in Alberta."

Reid (1980) suggests that determining the functions of school counselling programs is a matter of priorities.

> "Counsellors must be sure their priorities are to serve the needs of students and not to take bandwagon approaches. To provide a sound educational environment counsellors must be properly trained and willing to become involved in the education system."

Murphy (1983) agrees on the importance of the student and says that the role of the counsellor is to help "...all students to become competent in knowledge, attitude, and skills."

The results of Klingman's (1983) study indicate...

> "...The counsellor's role includes program selection and introduction, consultation, modeling, parental guidance, and program assessment."

Gerler (1982) suggests that...

> "...counsellors work to provide students with

> opportunities to develop appropriate learning behaviors. Counsellors use procedures such as modeling, role playing, puppet activities, behavior contracting and reinforcement to mold learning behaviors in children. Further, counsellors collaborate with teachers and parents in helping children to develop new learning behaviors."

Brown (1980) published the results of a National Survey on counsellor activities. The data revealed the following findings:

> "Counsellor respondents most frequently reported activities were in the area of counselling clients with education-vocational problems...60% did not engage in group methods, consultation with other counsellors, public relations activities and research as often as they felt they should... Only 52% were engaged in full-time counselling activities...Functions deemed vital by counsellors included family counselling, consulting with teachers and various support staff, curriculum development, involvement in extra curricular functions, conducting parent seminars, and teacher-

student counselling."

The survey also indicated that counsellors and administrators hold differing expectations for the counsellor's role.

Bradley and Bradley (1980) suggest that counsellors should stress personal-emotional services as well as academic-vocational counselling.

Although the literature reveals differences in counsellor functions there does seem to be general agreement with Tolbert (1982) who states that "...services should be based on the needs of the particular school and community." The view of program flexibility is shared by Alberta Education which published a manual in 1984 titled Guidance and Counselling Services in Alberta. The manual outlines the functions of the school counsellor as follows:

1. Group guidance and individual counselling of an educational, career and personal/social nature.
2. Acting as a resource person to teachers in the delivery of affective education to students.
3. Acting as a resource person to teachers in

the teaching of specific themes in the elementary and junior high school health programs as well as other related courses at the high school level.

4. Group and individual testing of interest, aptitudes, abilities and achievement.
5. Consulting with parents, administrators, teachers, and community agencies.
6. Liason with feeder schools and post secondary institutions.
7. Securing, maintaining, and distributing current information in education, career, and personal/social areas.
8. Sharing professional expertise with staff, parents, and community.
9. Involvement and participation in research and follow-up activities related to the school program.
10. Promotion of tolerance and understanding through the breakdown of bias, discrimination and stereotyping.

While the related literature reveals differences in the relative emphasis of counsellor functions among researchers, most agree that counsellor activities can be

organized under the three categories of counselling, coordination, and consultation. It seems that the degree of emphasis on each of these categories depends upon the needs of the local school and community.

Counselling in Yellowhead School Division

> "It is important for teachers, administrators, and parents to know what to expect of the counsellor. It is also important for the counsellor to know what the educational community expects of him."
> (Foster, Fitzgerald, and Beal; 1980)

The 1981 Report of the Task Force on School Counselling and Guidance has underlined the need for local jurisdictions to take a closer look at their own counselling programs in an effort to ensure the effectiveness of those programs.

In 1983, at the request of the Board of Trustees of the Yellowhead School Division, the Edmonton Regional Office of Education conducted an evaluation of Special Education services in Yellowhead. Included in this evaluation were school counselling programs. The evaluation commended the

division on "...the support given to the devlopment of elementary counselling services in the Edson and Hinton areas...(and on)...the effective guidance and counselling program in place at Jubilee Junior High School." In addition the report stated that:

> "The evaluators have been very impressed by the potential, the talent, and the programs in this school division. Given further strengthening of leadership and greater role coordination, this division has the capability to establish highly effective guidance and counselling services."

In consideration of the 1983 evaluation and the continuing need to fit counselling programs to the changing needs of the school and community, it follows that further study is reguired to ensure the effectiveness of Yellowhead's counselling programs.

Summary

The preceding literature review first presented a

rationale for school counselling which outlined the need for effective counselling programs. The second part of the review discussed various functions of school counsellors as presented by various writers and researchers. The literature revealed marked differences of opinion about functions of counsellors. There did, however, seem to be agreement that most counselling activities fall into the categories of counselling, coordination, and consultation. Finally, the review concluded with a brief section on counselling programs in Yellowhead School Division. The information in this section supports the need for continued study of counselling programs in Yellowhead.

CHAPTER III

INSTRUMENTATION AND METHODOLOGY

This chapter is organized into two major sections which include a description and discussion of the instruments used in the collection of the data and an outline of the methodology employed in this study. Data analyses are presented in Chapter IV.

INSTRUMENTATION

Questionnaire to Principals, Counsellors, and Teachers

Because no instrument had been developed which would have been appropriate or applicable to this study, an instrument was constructed by the investigator as part of this study. This instrument or questionnaire was designed to collect data which would describe the preferences for and perceptions of counsellor functions as held by principals, counsellors, and teachers in Yellowhead School Division.

The questionnaire was used because it represented the best method to survey the views of the selected populations over Yellowhead's large geographic area.

The questionnaire contains 72 items, each of which describes a function in which the school counsellor may possibly be engaged in as part of his counsellor's role. Items were designed to cover the major kinds of activities that a school counsellor is concerned with in his role as a school counsellor. The final item on the questionnaire provides an open-ended opportunity for the questionnaire participants to comment on any aspect of the questionnaire or the counselling program.

The questionnaire items were drawn from a variety of sources including professional literature dealing with the role and functions of the school counsellor, guidance and counselling textbooks, statements of counsellor duties prepared by various school systems, experiences reported to the investigator by counsellors in schools, and the investigator's own experience as a counsellor.

Prior to the distribution of the instrument, the questionnaire was evaluated by a panel of experts including four teachers, two parents, two principals, one counsellor, one superintendent, and one director from Alberta Education who is responsible for school counselling in the province. All individuals were interviewed after they reviewed the

questionnaire. Their suggestions were noted on each questionnaire. The final draft of the questionnaire reflected the recommendations given by the group. Appendix A includes a copy of the instrument.

Parent Interview Questionnaire

The panel of experts recommended that a separate instrument be constructed for use in collecting data from parents. It was also recommended that the data from parents be collected by means of a personal interview. As a result of these recommendations, a separate instrument was developed to guide the investigator in a structured interview with parents. The interview instrument was designed to collect data describing parents' perceptions of the counselling programs in Yellowhead School Division.

The parent interview questionnaire contains 61 items designed to describe parent preferences with respect to various functional aspects of the school counselling program. The items on this instrument were adapted from the questionnaire to principals, counsellors, and teachers. The first part of the parent interview questionnaire describes parent preferences and awareness with respect to general aspects of the counselling program. The second part of the

the parent interview questionnaire describes parent preferences regarding the counsellor's functional relationship with students. Next, the questionnaire describes parent preferences regarding the counsellor's functional relationship with parents. Finally the parent interview questionnaire describes parent preferences regarding the functional relationship between the counsellor and teachers. The final item on the parent interview questionnaire provides an open-ended opportunity for the parent interview participants to comment on any aspect of the survey or the counselling program. Appendix A includes a copy of this instrument.

METHODOLOGY

Data Collection

Data from Principals, Counsellors, and Teachers

The investigator obtained a list of principals, counsellors, and teachers from Yellowhead School Division's central office. Then, either in person or by telephone, the investigator contacted the principal or assistant principal in each of the fifteen Yellowhead schools that offer counselling services. During this initial contact

with the schools the investigator introduced himself and presented a brief overview of the study. In addition, a random sample of parents names and addresses was obtained and the staff lists were reviewed.

On the basis of the verified staff lists, sixteen questionnaires were distributed to principals, seventeen questionnaires were distributed to school counsellors, and two hundred and sixty questionnaires were distributed to teachers. A total of two hundred and ninety-three questionnaires were delivered in person by the investigator to the fifteen schools on April 23, 1985.

Each questionnaire had been enclosed in a sealed envelope which was addressed to a specific staff member. The address label included the staff member's name, designation, and school. Included with the questionnaire was a cover letter, an authorization letter from the school superintendent, and a self-addressed, pre-stamped return envelope. A copy of the cover letter and authorization letter are included in Appendix A.

As the questionnaires were returned, the code number on each questionnaire was checked against the master list

of staff members in order to maintain an accurate record of the questionnaires returned. On May 17, 1985, a follow-up letter, another questionnaire, and another return envelope were delivered to the one hundred and forty-two educators who had not responded. A copy of the follow-up letter is included in Appendix A.

By the final date of data collection, June 13, 1985, ninety-four percent or fifteen of the sixteen questionnaires sent to principals were returned; one hundred percent of the seventeen counsellors responded; and sixty-four percent or one hundred and sixty-seven of the two hundred and sixty teachers returned the questionnaire. Table 1 provides a summary of the questionnaires sent and returned.

Data from Parents

On June 10, 11, and 12, 1985, the investigator conducted a series of interviews with parents in Yellowhead School Division. A random sample of twenty-five parents were interviewed regarding their perceptions of school counselling programs.

Table 1

Percentage of Returns

from Principals, Counsellors, and Teachers

Categories	Sent	Returned	Percent
Principals	16	15	94
Counsellors	17	17	100
Teachers	260	167	64
Total	293	199	86

The sample was made up of seven parents from the Lobstick zone (Evansburg, Wildwood, and Niton Junction) and nine parents each from the Edson and Hinton zones. Table 2 provides a list of schools, the respective enrollments, and the number of parents from the sample that represent each school and zone.

Each parent in the sample was initially contacted by telephone. The telephone call consisted of a brief introduction of the investigator and of the study. After the brief introduction a request for a personal interview was made by the investigator and directions to the interviewee's residence or place of employment were clarified. All of the twenty-five parents contacted were receptive and cooperative and all agreed to be interviewed.

The interviewer arrived at the agreed time and place, re-introduced himself then briefly explained the nature of the study and the purpose of the interview. Prior to the commencement of each interview the investigator produced an authorization letter from the school superintendent and personal picture identification.

Table 2

Random Sample of Parents

in Yellowhead School Division

Zone	School	Enrollment Per School	Enrollment Per Zone	Parents Per School	Parents Per Zone
	Grand Trunk	480		3	
Lobstick	Evansview	225	1130	1	7
	Wildwood	300		1	
	Niton Central	325		2	
	Parkland	645		4	
	Jubilee	575		2	
	Pine Grove	375		1	
Edson	Evergreen	325	2770		9
	A.H. Dakin	325		1	
	Westhaven	275		1	
	Central	250			
	Harry Collinge	830		4	
Hinton	Mountain View	675	2380	2	9
	Crescent Valley	600		2	
	Roche Miette	275		1	

The interview consisted of the interviewer asking for parent response to items on the parent questionnaire and then recording the parent response on the questionnaire form. All parent responses and comments were recorded. The interview concluded by providing an opportunity for the parents to comment on any aspect of school counselling, the interview, or the study. The interview usually lasted from ten to fifteen minutes.

Recording the Data

Both the questionnaire to principals, counsellors, and teachers; and the parent interview questionnaire were prepared in such a way that numerical responses were given to all items. As the data were collected, the responses for each item were coded on eighty column data sheets and then key-punched onto computer cards. The data were then readily available for analysis.

Summary

The data for the study were collected by means of a questionnaire to principals, counsellors, and teachers as well as through a series of parent interviews. The

questionnaire had been subjected to face validation by four teachers, two parents, two principals, one counsellor, one superintendent, and the Alberta Education director responsible for counselling in Alberta schools.

The populations surveyed were principals, counsellors, and teachers in Yellowhead School Division. The parent interviews involved a random sample of twenty-five parents throughout Yellowhead School Division. Response rates of ninety-four percent for principals, one hundred percent for counsellors, and sixty-four percent for teachers were recorded. All of the twenty-five parents contacted agreed to be interviewed.

To facilitate ease of analysis, the questionnaires were designed for the provision of numerical responses to all items. When collected, the data were recorded on eighty column data sheets so that they were readily available for analysis.

CHAPTER IV

ANALYSIS OF DATA

This chapter describes the research findings as they relate to the six individual research questions identified in Chapter I. For each research question the research findings have been organized into perceptions of counsellor functions that relate to school administration, students, teachers, and parents.

Research Question No. 1

How do principals' perceptions of counsellor functions compare to counsellors' perceptions of counsellor functions?

Counsellor Functions Relating to School Administration

Counsellor functions relating to school administration include questionnaire items 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 17, 21, 29, 30, 32, 35, 42, 43, 44, 45, 47, and 48. (Appendix A).

Principals and counsellors agreed that a written statement of the counsellor's role and counselling goals should be developed by a team and that the counsellor

should have a leading role in the team. Counsellors said that they had less influence in the development of role and goal statements than principals claimed.

Principals and counsellors also agreed that the counsellor should develop a program for actively communicating the nature of school counselling services to students, parents, teachers, administrators, and the community. Forty-seven percent of counsellors and 57% of principals reported that although students, parents, teachers, and administrators were aware of counselling services, the community was not.

Principals and counsellors agreed that the counsellor should develop and coordinate a formal student and teacher referral system in the school to meet personal/social career and educational needs of students and indeed this was being done.

While principals and counsellors agree that counsellors should conduct counselling needs surveys, only 64% of principals and 50% of counsellors report that this is being done.

All the principals and the majority of counsellors believe that the counsellor should assist in the planning of classroom guidance activities and also act as a guidance resource person. Principals and counsellors agree that this was taking place in the school.

While principals and counsellors agree that the counsellor should organize counselling related inservice training for teachers, the majority of principals and counsellors report that this is not being done.

The majority of principals and counsellors agreed that the counsellor should teach academic classes in addition to being a counsellor. All principals and 88% of counsellors reported that this was the case.

Principals and counsellors agreed that the counsellor should help students to understand rules and regulations and reported that this was happening.

Although all principals and 93% of counsellors agreed that the school counsellor should be a part of the school program planning team for special education, only 53% of principals and 59% of counsellors said this was happening.

The majority of principals and counsellors agreed that the school counsellor should consult on placement and program decisions for special students. Most of the principals and counsellors reported that this occurs.

All principals and counsellors think that the school counsellor should serve as a liaison with other professional support services (school psychologist, special education, health, etc.) by making proper referrals to agencies available within the community. The majority of principals and counsellors said this is being done.

All principals and counsellors felt that the school counsellor should consult with administrators regarding students with particular problems and all said this was happening.

Seventy-seven percent of principals and 87% of counsellors said the counsellor should collect, file, assemble, and distribute up-to-date occupational information for use in library displays, classroom projects, and bulletin boards. Fifty-seven percent of principals and 69% of counsellors said this does happen. Forty-three percent of principals and 25% of counsellors said this does not happen.

The majority of principals and counsellors said the counsellor should teach courses in occupations and careers. One-third of principals and 41% of counsellors said this does happen. Sixty-seven percent of principals and 53% of counsellors said this does not happen.

Three-quarters of the principals and counsellors said the counsellor should conduct research related to the evaluation of the school guidance programs, such as follow-up of graduates, needs surveys, and student-school perception surveys. Half of the principals and 38% of counsellors said this happens.

All principals and counsellors agreed that the counsellor should participate in professional growth and development through attendance at conferences and short courses. All principals and 94% of counsellors said this is happening.

Fifty-seven percent of principals and 29% of counsellors felt the counsellor should take part in administrative duties other than those of the guidance program. Sixty percent of principals and 41% of counsellors said this does happen. Forty percent of principals and 29% of

counsellors said this does not happen. Twenty-nine percent of counsellors didn't know if this happens.

Thirty-six percent of principals and 20% of counsellors said the counsellor should determine punitive action for students who break rules. Forty percent of principals and 40% of counsellors said this does happen.

All principals and the majority of counsellors thought the counsellor should take part in playground and hallway supervision. Most said this was happening.

Counsellor Functions Relating to Students

Counsellor functions relating to students include questionnaire items 9, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22, 24, 26, 27, 28, 33, 34, 36, 37, 38, 41, 43, and 49. (Appendix A)

Principals and counsellors agreed that the counsellor should help to plan and develop the school program in relation to the needs of students. Fifty-nine percent of counsellors and 79% of principals said this occurs.

Eighty-six percent of principals and 63% of counsellors felt that the counsellor should administer and interpret group and individual tests of interest, aptitude, ability, and achievement. Sixty percent of principals and 63% of counsellors said this does happen. Thirteen percent of principals didn't know if it does.

The majority of principals and counsellors agreed that the counsellor should facilitate the delivery of services to students with special needs. Most of the principals and counsellors reported that this was happening. Seven percent of principals and thirteen percent of counsellors didn't know if this was happening.

Seventy-three percent of principals and counsellors said that the counsellor should help students with study skills. Most of the counsellors and principals said this was now being done by the counsellor.

While 67% of counsellors and 50% of principals thought that counsellors should help students with exam writing skills, only 47% of counsellors and 21% of principals reported that this is now being done.

Eighty percent of counsellors and only 50% of principals felt that the counsellor should advise students and their parents as they make decisions regarding courses and program selection. Seventy-seven percent of counsellors and 46% of principals said this is being done.

All principals and 80% of counsellors said that the counsellor should assist students with grade deficiencies. Eighty-seven percent of principals and counsellors reported that this is happening.

All principals and counsellors said that the counsellor should accept appointments with or initiate contact with students who have frequent absences. The majority of principals and counsellors said this is being done.

All principals and a large majority of counsellors said the school counsellor should contact and/or accept appointments with students who have been suspended from class and/or school. Almost all of the principals and counsellors said this was happening.

Principals and counsellors agreed that counsellors

should counsel students both on a one-to-one basis and in small groups. They also agreed that this was being done.

Principals and counsellors agreed that the counsellor should help students to understand school rules and regulations. Principals and counsellors also agreed that this was happening.

Principals and counsellors concurred that the counsellor should plan and initiate activities that help students new to the school adjust to their new environments. Most of the principals and counsellors reported that this is being done.

A large majority of principals and counsellors believe that the counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. Most of them agreed that this was being done.

Principals and counsellors agreed that the counsellor should assist students to develop personal communication skills, decision-making skills, problem-solving skills, and a positive self image. They also agreed that

this was taking place.

Principals and counsellors unanimously agreed that the counsellor should assist students in resolving conflicts with parents, teachers, and peers. All principals and 94% of counsellors report that this is happening.

Principals and counsellors concurred that the counsellor should counsel students and provide information regarding drug and alcohol problesm. The majority of principals and counsellors reported that this occurs.

All principals and counsellors think that the counsellor should respect the student's right to privacy by keeping confidential those matters which the student wishes private and confidential. The majority of principals and counsellors said this was being done.

All principals and counsellors believe that the school counsellor should assist students to understand and accept their own abilities and limitations, their interests, values, attitudes, and emotions. The majority of principals and counsellors said this was happening.

A high percentage of principals and counsellors felt that the school counsellor should help students to develop skills and attitudes necessary for comfortable and wholesome associations with members of the opposite sex. Almost all principals and counsellors said this was happening.

All principals and counsellors said that the school counsellor should help students to resolve problems of getting along with other students. All principals and nearly all counsellors said this was happening.

All principals and counsellors agreed that the counsellor should counsel students with regard to family problems, emotional problems, and social problems. The majority of principals and counsellors said this occurs.

Principals and counsellors agreed that the counsellor should counsel students with regards to sexual problems. Most principals and counsellors said this occurs.

Sixty-two percent of principals and 73% of counsellors said the counsellor should provide students with information about part-time and summer jobs. Forty-three percent of principals and 31% of counsellors said this does not occur.

Although 64% of principals and 56% of counsellors feel the counsellor should teach courses in occupation and careers, only 33% of principals and 41% of counsellors said this is happening. The majority of principals and counsellors said this is not happening.

Approximately half of the principals and counsellors believe the counsellor should arrange a computer assisted career information program. Twenty-nine percent of principals and 38% of counsellors said this was being done. A large number of principals and counsellors said it was not being done.

Counsellor Functions Relating to Teachers

Counsellor functions relating to teachers include items 4c, 5, 8, 10, 20, 24, 25, and 40.

Principals and counsellors agreed that the counsellor should develop and coordinate a formal student and teacher referral system in the school to meet personal/social, career, and educational needs of students. Principals and counsellors agreed that this was being done.

Principals and counsellors agreed that the counsellor

should develop a program for actively communicating the nature of school counselling services to teachers. The majority of principals and counsellors said this was being done.

All principals and most counsellors felt that the counsellor should act as a resource person for obtaining up-to-date materials and information guidance. Principals and counsellors agreed that this was happening.

While principals and counsellors believe that the counsellor should organize counselling related inservice training for teachers the majority of principals and counsellors report that this is not being done.

Principals and counsellors agreed that the counsellor should provide information and consult with staff regarding students and interpret student needs to staff. Principals and counsellors generally agreed that this was happening.

The majority of principals and counsellors felt that the counsellors shoud involve teachers in conferences with students and parents, promoting a better understanding of the student and the students' development. Principals and counsellors reported that his was being done.

Principals and counsellors agreed that the school counsellor should consult with teachers regarding students who show discipline and learning problems. Both principals and counsellors reported that this was taking place.

Almost all principals and counsellors believed that the counsellor should furnish a review of student interviews to the teacher who made the referral. Although the majority of principals and counsellors said this was happening, 13% of counsellors didn't know if it was happening.

Counsellor Functions Relating to Parents

Counsellor functions relating to parents include items 46, 23, 24, 31, and 39.

Principals and counsellors agreed that the school counsellor should develop a program for actively communicating the nature of school counselling services to parents. A large percentage of principals and counsellors said this was happening.

The majority of principals and counsellors agreed that the counsellor should work with individual parents or parent groups in order to help them understand child growth and

development, family relations, parental roles, and problem children. The majority of principals and counsellors reported that this was being done.

Almost all principals and counsellors believe that the counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. Principals and counsellors reported that this is happening.

Principals and counsellors agreed that the school counsellor should consult with parents concerning their children's academic, personal/social, and career development with suggestions for facilitating positive student growth. The majority of principals and counsellors said this was being done.

All principals and counsellors agreed that counsellors should assist parents to develop realistic perceptions of their children's development in relation to their potential. A large percentage of principals and counsellors reported this was happening.

In summary of the responses to Research Question No. 1

the data revealed that in most cases principals and counsellors agreed about which functions the counsellor should be carrying out. However, disagreement was noted in items 15, 23c, and 46.

While 80% of counsellors believed that they should advise students and parents as they make decisions regarding courses and program selection, only half of the principals agreed.

Although 93% of principals said that the counsellor should work with parents in order to help them understand parental roles, only 67% of counsellors agreed.

Although 57% of principals indicated that the counsellor should take part in administrative duties other than those of the guidance program, only 29% of counsellors agreed. Responses to the open-ended question item 50 suggest that this discrepancy may be due to the fact that in some schools the designated counsellor also serves in a formal administrative capacity.

Although agreement generally existed as to which of the counsellor functions were actually being carried out,

principals and counsellors disagreed on items 2b, 3b, 9, 15, and 31.

While 62% of principals reported that the counsellor had not been provided with a written statement of counsellor goals, 56% of the counsellors said that this had been provided.

While 71% of principals said that counsellors were part of a team that determined the role of the school counsellor, only 43% of counsellors agreed.

Although 79% of principals indicated that their school counsellor helps to plan and develop the school program in relation to the needs of students only 59% of counsellors agreed.

While only 44% of principals were aware that the school counsellor advised students and parents when deciding on course and program selection, 77% of counsellors claimed that they were performing this function.

Although 94% of counsellors said that they consulted with parents concerning students' academic, personal/social, and career development and suggested ways of facilitating

positive student growth, only 73% of principals were aware of this happening.

Research Question No. 2

How do principals' perceptions of counsellor functions compare with teachers' perceptions of counsellor functions?

Counsellor Functions Relating to School Administration

Counsellor functions relating to school administration include items 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 17, 21, 29, 30, 32, 35, 42, 43, 44, 45, 46, 47, and 48. (Appendix A)

Both principals and teachers agreed that a written statement of the counsellor's role and counselling goals should be developed by a team. While 71% of principals reported that a team approach is being used, the majority of teachers said that they were unaware of how counselling goals and the role of the counsellor were determined.

Principals concurred with teachers that the counsellor should be responsible for informing others about the school counselling services. Principals indicated that students, parents, teachers, and administrators were aware

of counselling services although the community at large was not. On the other hand, 37% of teachers did not know if the counsellor informed the principals about the nature of school counselling services. Forty-nine percent of the teachers did not know if the counsellor had informed the community about counselling services.

Principals agree with teachers that the counsellor should develop and coordinate a formal student and teacher referral system in the school to meet personal/social, career, and educational needs of students. Teachers and principals reported that this was being done.

Ninety-three percent of principals and 73% of teachers said the counsellor should conduct counselling needs surveys. Sixty-four percent of principals and only 25% of teachers reported that this was being done.

Principals and teachers agreed that the counsellor should assist in the planning of classroom guidance activities and act as a guidance resource person. A large number of principals and teachers reported that the counsellor helped to plan guidance activities and also served as a guidance resource person.

While the majority of principals and teachers felt the counsellor should help to plan and develop the school program in relation to the needs of students, 79% of principals and only 41% of teachers said this occurs. Thirty-seven percent of teachers didn't know if it occurs.

While principals and teachers agree that the counsellor should organize counselling related inservice training for teachers, the majority of principals and teachers reported that this is not being done.

Although a large percentage of principals and teachers believe that the counsellor should administer and interpret group and individual tests of interest, aptitude, ability, and achievement, only 60% of principals and 55% of teachers reported that this was being done. Thirteen percent of principals and 22% of teachers didn't know if this occurs.

Principals and teachers concurred that the counsellor should facilitate the delivery of services to students with special needs. The majority of principals and teachers said this was happening. Thirty percent of teachers didn't know if this was happening.

Many principals and 51% of teachers said that counsellors should teach academic classes in addition to being a counsellor. While all of the principals reported that this was happening, only 68% of teachers agreed.

Principals and teachers agreed that the counsellor should help students to understand rules and regulations. All principals reported that the counsellor was doing this but only 57% of teachers said they they knew that the counsellor did this.

Principals and teachers concurred that the school counsellor should be a part of the school program planning team for special education. Over half of the principals and 33% of teachers said this was happening. Thirty-eight percent of teachers didn't know if it was.

Principals and teachers agreed that the school counsellor should consult on placement and program decisions for special students. Eighty-seven percent of principals and only 53% of teachers said this was being done.

All the principals and 98% of teachers said that the school counsellor should serve as a liason with other pro-

fessional support services by making proper referrals to agencies available within the community. Principals and teachers reported that this was happening.

Principals and teachers agreed that the school counsellor should consult with administrators regarding students with particular problems. All principals and most of the teachers said this was being done.

Seventy-seven percent of principals and 78% of teachers said the counsellor should collect, file, assemble, and distribute up-to-date occupational information for use in library displays, classroom projects and bulletin boards. Fifty-seven percent of principals and 48% of teachers said this was happening. Twenty-three percent of teachers didn't know if it was.

Sixty-four percent of principals and teachers said the counsellor should teach courses in occupations and careers. Only 33% of principals and 28% of teachers said this does happen. Twenty-four percent of teachers didn't know if it does happen.

Principals and teachers agreed that the counsellor

should conduct research related to the evaluation of the school guidance programs, such as follow-up of graduates, needs surveys, and student/school perception surveys. Half of the principals and 33% of teachers said this does occur.

Principals and teachers agreed that the school counsellor should participate in professional growth and development through attendance at conferences and short courses. All of the principals and 64% of the teachers reported that this occurs. Twenty-nine percent of teachers didn't know if this is happening.

Over half of the principals and 32% of teachers said the counsellor should take part in administrative duties other than those of the guidance program. Sixty percent of principals and only 36% of teachers said this happens. One-third of teachers didn't know if this was happening.

Only 36% of principals and 28% of teachers said the counsellor should determine punitive action for students who break rules. Forty percent of principals and 24% of teachers said this occurs. Twenty-four percent of teachers didn't know if it does.

Principals and teachers agreed that the school counsellor should take part in playground and hallway supervision and they also agreed that this was happening.

Counsellor Functions Relating to Students

Counsellor functions relating to students include items 9, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22, 24, 26, 27, 28, 33, 36, 37, 38, 41, 43, and 49.

Principals and teachers agreed that the counsellor should help to plan and develop the school program in relation to the needs of students. While 79% of principals reported that this does happen, 41% of teachers said it does. Thirty-seven percent of teachers didn't know if it does.

A large majority of the principals and teachers feel the counsellor should administer and interpret group and individual tests of interest, aptitude, abiltity, and achievement. Many of the principals and teachers said this does occur. Thirteen percent of principals and 22% of teachers didn't know if it does.

Principals and teachers concurred that the counsellor

should facilitate the delivery of services to students with special needs. The majority of principals and teachers said this was happening. Thirty percent of teachers didn't know if this was happening.

The majority of principals and teachers said the counsellor should help students with study skills. While 64% of principals reported that the counsellor did help students in this regard, only 25% of teachers agreed and 37% of teachers did not know.

Half of the principals and teachers said counsellors should help students with exam writing skills. Only 21% of principals and 11% of teachers reported that this was being done. Forty-three percent of teachers did not know if this was being done.

Fifty percent of principals and 90% of teachers said counsellors should advise students and their parents as they make decisions regarding courses and program selection. Forty-six percent of principals and 53% of teachers reported that this is being done.

All principals and 91% of teachers that responded said

counsellors should assist students with grade deficiencies. Most of the principals and teachers said this occurs.

All principals and 89% of teachers said counsellors should assist students who have frequent absences. Ninety-three percent of principals and only 49% of teachers said this is now happening.

All principals and a large majority of teachers said counsellors should assist students who are suspended from class and/or school. While 93% of principals said this is happening, less than half of the teachers agreed.

Principals and teachers agreed that counsellors should counsel students both on a one-to-one basis and in small groups. While all principals reported this was being done, only 61% of teachers agreed.

Principals and teachers agreed that counsellors should help students to understand school rules and regulations. All principals and only 57% of teachers said this occurs.

Principals and teachers were in concurrment that the school counsellor should plan and initiate activities that help students new to the school adjust to their new envi-

ronments. While 60% of principals said this was being done, only 31% of teachers agreed. Thirty-six percent of teachers didn't know if the counsellor was doing this.

Principals and teachers agreed that counsellors should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. While all principals said this was happening, only 47% of teachers agreed.

Principals and teachers agreed that the counsellor should assist students to develop personal communication skills, decision-making skills, problem solving skills, and a positive self image. While the majority of principals reported that this was being done, less than half of the teachers agreed.

Principals and teachers agreed that the counsellor should assist students in resolving conflicts with parents, teachers, and peers. While all principals reported this was happening, 71% of teachers agreed.

Principals and teachers agreed that the counsellors should counsel students and provide information regarding

drug and alcohol problems. The majority of principals and teachers said this was happening.

All principals and 99% of teachers said counsellors should respect the student's right to privacy by keeping confidential those matters which the student wishes private and confidential. All principals and 74% of teachers said this was happening. Twenty-two percent of teachers didn't know if this was happening.

All principals and 99% of teachers said the counsellor should assist students to understand and accept their own abilities and limitations, their interests, values, attitudes, and emotions. All principals and 60% of teachers reported that this was taking place.

Principals and teachers agreed that counsellors should help students to develop skills and attitudes necessary for comfortable and wholesome associations with members of the opposite sex. While 87% of principals said this occurs, only 39% of teachers said it does.

All principals and 99% of teachers felt the counsellor should help students resolve problems of getting

along with other students. All principals and 78% of teachers said this was happening.

Principals and teachers agreed that the counsellor should counsel students with regard to family problems. Although most of the principals and teachers said this was happening, 28% of teachers didn't know if it was.

All principals and 97% of teachers said counsellors should counsel students with regard to emotional and social problems. Principals and teachers agreed this occurs.

Principals and teachers agreed that the counsellor should counsel students with regards to sexual problems. While 92% of principals and 51% of teachers said this was happening, 41% of teachers didn't know if it was.

The majority of principals and teachers felt that the counsellor should provide students with information about part-time and summer jobs. Only 43% of principals and 40% of teachers said this does occur. Thirty-nine percent of teachers didn't know if it does occur.

Principals and teachers agreed the counsellor should arrange a computer assisted career information program.

Only 29% of principals and 26% of teachers said this was being done, while 33% of teachers didn't know if it was.

Counsellor Functions Relating to Teachers

Counsellor functions relating to teachers include items 4c, 5, 8, 10, 20, 25, and 40.

Principals and teachers agreed that counsellors should develop a program for actively communicating the nature of school counselling services to teachers. While 79% of principals and 56% of teachers said this was being done, 22% of teachers didn't know if it was.

Principals and teachers agreed that the counsellor should develop and coordinate a formal student and teacher referral system in the school to meet personal/social, career, and educational needs of students. Teachers and principals reported that this was being done.

Principals and teachers concurred that counsellors should act as resource persons for obtaining up-to-date materials and information about guidance. Most of the principals and teachers said this was happening.

While principals and teachers agree that the counsellor should organize counselling related inservice training for teachers, the majority of principals and teachers report that this is not being done.

Principals and teachers agreed that the counsellor should provide information and consultation services to staff regarding students, and interpret student needs to staff. Principals and teachers said this occurs.

Principals and teachers agreed that the counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. While 80% of principals said this was happening, only 47% of teachers agreed.

Principals and teachers agreed that counsellors should consult with teachers regarding students who show discipline and learning problems. While 73% of principals reported that this was happening, only 30% of teachers agreed.

All principals and 91% of teachers felt that counsellors should furnish a review of student interviews to the teacher who made the referral. While 73% of principals

and 41% of teachers said this does happen, 32% of teachers didn't know if it does.

Counsellor Functions Relating to Parents

Counsellor functions relating to parents include items 4b, 23, 24, 31, and 39.

Principals and teachers agreed that counsellors should develop a program for actively communicating the nature of school counselling services to parents. While 64% of principals and 48% of teachers reported this was happening, 37% of teachers did not know if it was.

Although the majority of principals and teachers agreed that the counsellor should work with individual parents or parent groups in order to help them understand child growth and development, family relations, parental roles, and problem children, most of the principals said this occurs but half of the teachers didn't know if it does.

Principals and teachers agreed counsellors should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. Most of the principals but only

47% of teachers said this was happening.

Principals and teachers agreed that the school counsellor should consult with parents concerning their children's academic, personal/social, and career development with suggestions for facilitating positive student growth. While 73% of principals said this was happening, only 48% of teachers agreed.

Principals and teachers concurred that counsellors should assist parents to develop realistic perceptions of their children's development in relation to their potential. While 87% of principals and 41% of teachers said this was taking place, 46% of teachers didn't know if it was.

In summary, responses to Research Question No. 2 indicate that principals and teachers generally agree about which counsellor functions should be carried out by the school counsellor. However, perceptual differences do exist with respect to questionnaire items 2a, 6, 10a, 10b, 15, 17, 23c, and 46.

While only 50% of principals said that counsellors should be provided with a written statement of counsellor goals, 79% of teachers suggested that this should happen.

Principals and teachers agreed that counsellors should do needs surveys.

Principals and teachers agreed that counsellors should conduct teacher inservice sessions regarding teacher-student relations and interpersonal relations.

Half of the principals and 90% of teachers said counsellors should advise students and parents regarding course and program selection.

Eighty-six percent of principals and 51% of teachers wanted counsellors to teach academic classes in addition to performing counsellor duties.

While 57% of principals indicated that counsellors should take part in administrative duties other than those of the guidance program, only 32% of teachers agreed.

Significant perceptual differences existed with respect to how principals and teachers perceive what counsellors actually do. Generally, principals were more aware than teachers of the functions carried out by counsellors. Appendix B provides data that show that many teachers do not know what the counsellor does.

Research Question No. 3

How do principals' perceptions of counsellor functions compare with parents' perceptions of counsellor functions?

Counsellor Functions Related to School Administration

Counsellor functions relating to school administration include items 1,2,3,4,5,6,7,9,10,11,12,17,21,29,30,32,35, 42,43,44,45,46,47 and 48 of the questionnaire sent to principals, counsellors, and teachers. These items correspond to items 3 - 19 and item 21 of the Parent Interview Survey (Appendix A).

Parents agreed with principals that what the counsellor does should be determined by a team. Some parents indicated that this team should include parents. While principals reported that a team approach is used, parents indicated that they did not know who decided on the counselling services to be provided.

Principals and parents agreed that the nature of school services should be communicated to students, parents, teachers, administrators and the community. While over

80% of the principals said that the counsellors should be responsible for informing others about counselling services, 56% of the parents who responded said that the principal has the main responsibility of informing others about school counselling services.

Principals and parents agreed that the school counsellor should assist teachers by developing and coordinating a referral system for students. The majority of principals reported that this was being done.

All the principals and 96% of parents indicated that the counsellor should serve as a guidance resource person.

Principals and parents agree that the counsellor should assist teachers through counselling related inservice training.

Principals and parents agree that the counsellor should help in planning special education programs in the school. Principals reported that the counsellors administer and interpret interest, aptitude, ability, and achievement tests, and facilitate the delivery of services to students with special needs.

While 86% of principals said that counsellors should teach academic classes in addition to being a counsellor, 60% of parents disagreed. All of the principals reported that counsellors teach as well as counsel.

Principals and parents agreed that the counsellor should help students to understand rules and regulations. All principals said this was being done. Forty percent of parents do not know what the counsellor does.

Principals and parents agreed that the school counsellor should be a part of the school program planning team for special education. More than half of the principals said this was happening.

The majority of principals and all the parents felt that the counsellor should consult on placement and program decisions for special students. A large number of principals said this was being done.

All principals and the majority of parents felt that the counsellor should discuss counselling cases with the principal. All principals reported that this was happening.

Most of the principals and parents said the counsellor should organize information on occupations for use in library displays, classroom projects, and bulletin boards. More than half of the principals said this occurs.

Sixty-four percent of principals believe the counsellor should teacher courses in occupations and careers. 60% of parents felt that the counsellor should not teach other subjects in addition to being a counsellor. Only 33% of principals reported that this was happening.

Principals and parents agreed that the counsellor should conduct research related to the evaluation of the school guidance programs. Half of the principals said this was being done.

All the principals and parents said that the counsellor should have special training in counselling in addition to teacher training through attendance at conferences and short courses. All principals said this was happening.

Only 36% of principals and 23% of the parents who responded said the counsellor should determine punishment for

students who break rules. Forty percent of principals said this was happening. Forty percent of parents don't know what the counsellor does.

Counsellor Functions Relating to Students

Counsellor functions relating to students include items 9, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22, 24, 26, 27, 28, 33, 34, 36, 37, 38, 41, 43, and 49 of the questionnaire sent to principals, counsellors, and teachers. These items correspond to items 20a - 20w of the Parent Interview Survey (Appendix A).

Principals and parents agree that the counsellor should help in planning special education programs in the school. Principals reported that this was being done.

While 73% of principals said that the school counsellor should help students with study skills, only 57% of parents who responded agreed.

Half of the principals and 54% of responding parents said counsellors should not help students with exam

writing skills. Only 21% of principals reported that this is being done.

Half the principals and 91% of parents that responded indicated that the school counsellor should advise students and their parents as they make decisions regarding courses and program selection. Only 46% of principals reported that this is happening.

All principals and 64% of parents said that the counsellor should help students with grade deficiencies. The majority of principals said this was happening.

All principals and 88% of parents said counsellors should assist students who have frequent absences. Most principals said this is now being done.

All principals and the majority of parents agreed that counsellors should assist students who are suspended from class and/or school. While 93% of principals said this is being done, 40% of parents reported that they were not sure what the counsellor does.

Principals and parents agreed that the counsellor should counsel students both on a one-to-one basis and in small groups depending on the situation. Principals reported that this is now taking place.

Parents agreed with principals that the school counsellor should help students to understand school rules and regulations. All principals said this was happening.

Principals and parents agreed that counsellors should help new students to adjust to their new school. Sixty percent of principals said this does occur.

Principals and parents agree that counsellors should involve teachers in conferences with students and parents, promoting a better understanding of the student's achievement compared to his/her ability. All principals reported that this is being done.

Parents and principals agreed that the counsellor should assist students to develop decision-making skills, problem solving skills, and a positive self-image. The majority of principals said this was happening.

Principals and parents agreed that the school counsellor should assist students in resolving conflicts with parents, teachers, and peers. While all of the principals reported that this was happening, 40% of parents did not know what the counsellor does.

A large percentage of principals and parents felt that the school counsellor should counsel students and provide information regarding drug and alcohol problems. A large number of principals said this was happening.

All principals and 96% of parents said that the counsellor should keep confidential those matters which the student wishes confidential. All principals said this was occurring.

All principals and 96% of parents believe the school counsellor should assist students to understand and accept their own abilities and limitations, their interests, values, attitudes, and emotions. All principals said this was happening.

Principals and parents agreed that the counsellor should help students to develop skills and attitudes

necessary for comfortable and wholesome associations with members of the opposite sex. The majority of principals said this was happening.

All principals and most parents said the counsellor should counsel students with regard to family problems. Principals reported that this was being done.

All principals and most parents felt that the counsellor should counsel students regarding emotional, social, and sexual problems. Principals reported that this does occur.

The majority of principals and parents said counsellors should provide students with information about part-time and summer jobs. Only 43% of principals said this does happen.

While 64% of principals said that the counsellor should teach courses in occupations and careers, only 35% of parents said the counsellor should teach other subjects in addition to being a counsellor. Only 33% of principals said this was now occurring.

The majority of principals and parents who responded said the counsellor should arrange a computer assisted

career information program. Only 29% of principals said this was happening.

Counsellor Functions Relating to Teachers

Counsellor functions relating to teachers include items 4c, 5, 8, 10, 20, 24, 25, and 40 of the questionnaire sent to principals, counsellors and teachers. These items correspond to items 23a - 23j of the Parent Interview Survey (Appendix A).

Parents agreed with principals that the counsellor should develop a program for actively communicating the nature of school counselling services to teachers. Principals reported that this was being done.

Principals and parents agreed that the counsellor should develop and coordinate a student and teacher referral system in the school to ensure that each student's personal/social, career, and educational needs are met. The majority of principals said this was happening.

Principals and parents agreed that the counsellor should act as a guidance resource person. The majority of principals reported that this was being done.

Parents agreed with principals that the counsellor should develop within the school a program for in-service training of the school staff. Principals reported that this was not being done.

Principals and parents agreed that the counsellor should provide information to staff regarding students and interpret student needs to staff. Eighty percent of principals said this was now taking place.

Principals and parents agree that counsellors should involve teachers in conferences with students and parents, promoting a better understanding of the student's achievement compared to his/her ability. All principals reported that this is being done.

Principals and parents agreed that the counsellor should consult with teachers regarding students who show discipline and learning problems in the classroom. Most of the principals reported that this was happening.

All principals and most parents said the counsellor should furnish a review of student interviews to the teacher who made the referral. Most principals said this occurs.

Counsellor Functions Relating to Parents

Counsellor functions relating to parents include items 4b, 23, 24, 31, and 39 of the questionnaire sent to principals, counsellors, and teachers. These items correspond to items 22a - 22h of the Parent Interview Survey (Appendix A).

Parents agreed with principals that the counsellor should develop a program for acitvely communicating the nature of school counselling services to parents. Principals reported that this was being done.

The majority of principals and parents agreed that the counsellor should assist parents by helping them to understand child growth and development, family relations, parental roles, and problem children. The majority of principals reported that this was being done.

Principals and parents agree that counsellors should involve teachers in conferences with students and parents, promoting a better understanding of the student's achievement compared to his/her ability. All principals reported that this is being done.

Principals and parents agreed that the school counsellor should consult with parents concerning their children's academic, personal/social, and career development with suggestions for facilitating positive student growth. Most principals said this now occurs.

All principals and 96% of parents said that the counsellor should assist parents to understand their child's achievement compared to that child's ability. A large majority of principals said this was happening.

In summary, the responses to Research Question No. 3 reveal that principals and parents are in general agreement with respect to what functions the school counsellor should be carrying out. However, disagreement existed in items 15 and 49. These items correspond to items 20g and 20w respectively on the Parent Interview Survey (Appendix A).

While only 50% of principals thought that the school counsellor should advise students and parents regarding course and program selection, 91% of the parents who responded said that this should be one of the counsellor's functions.

Although only 54% of principals wanted counsellors to arrange a computer assisted career information program, results indicated that 78% of parents that responded said that the counsellor should be carrying out this function.

Principals' and parents' perceptions of what the school counsellor actually does were not directly compared. The experts who piloted the survey instruments for this study advised the researcher that it was unreasonable, in most cases, to expect parents to be aware of the specific functions actually carried out by the school counsellor. However, items 3 and 4 of the Parent Interview Survey reveal that 60% of parents do not know who the school counsellor is and that 40% of the parents that responded do not know what the school counsellor actually does.

Research Question No. 4

How do counsellors' perceptions of counsellor functions compare with teachers' perceptions of counsellor functions?

Counsellor Functions Relating to School Administration

Counsellor functions relating to school administration include items 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 17, 21, 29, 30, 32, 35, 42, 43, 44, 45, 46, 47, and 48. (Appendix A).

Counsellors and teachers agreed that written statements of the role of the school counsellor and counselling goals should be developed by a team. While about half of the counsellors surveyed reported that the team approach is now used, teachers said that they did not know how the role and goals were determined.

Counsellors and teachers agreed that the counsellor should develop a program for actively communicating the nature of counselling services to students, parents, teachers, and administrators. Most counsellors and 55% of teachers said that the counsellor should inform the community about

the nature of counselling services. The majority of counsellors reported that they did inform students, parents teachers, and administrators about counselling but only 47% said that they communicated the nature of their services to the community. More than one third of the teachers were unaware of communication between the counsellor and parents, administrators and the community.

Counsellors and teachers agree that the school counsellor should and does organize a referral system to ensure that students needs are met.

The majority of counsellors and teachers said that counsellors should conduct counselling needs surveys. Half of the counsellors and 25% of teachers reported that surveys related to counselling needs were conducted by their school counsellor.

Counsellors and teachers agreed that the counsellor should assist in the planning of classroom guidance activities and serve as a guidance resource person. Most counsellors said they helped to plan classroom guidance activities. While only 50% of the teachers said they did, 86% of counsellors and 66% of the teachers said the counsellor was a guidance resource person.

While the majority of counsellors and teachers said the counsellor should help to plan and develop the school program in relation to the needs of students, 59% of counsellors and 41% of teachers said this was being done. Thirty-seven percent of teachers didn't know if it was.

Counsellors and teachers agree that the counsellor should organize counselling related inservice training for teachers. The majority of counsellors and teachers report that this is not being done.

The majority of counsellors and teachers felt the counsellor should administer and interpret group and individual tests of interest, aptitude, ability and achievement. While the majority of counsellors and teachers reported that this is being done, 22% of teachers didn't know if it was being done.

Counsellors and teachers agreed that the counsellor should facilitate the delivery of services to students with special needs. Although the majority of counsellors and teachers said this was happening, 13% of counsellors and 30% of teachers didn't know if this was happening.

Seventy-one percent of counsellors and 51% of teachers said the counsellor should teach academic classes in addition to being a counsellor. They agreed that this was occurring.

Counsellors and teachers agreed that the school counsellor should help students to understand school rules and regulations. While 94% of counsellors reported that this was happening, only 67% of teachers agreed.

The majority of counsellors and teachers felt that the school counsellor should be a part of the school program planning team for special education. While 59% of counsellors reported that this was happening, only 33% of teachers said it was.

A large number of counsellors and teachers said that the school counsellor should consult on placement and program decisions for special students. While 77% of counsellors said this occurs, only 53% of teachers said it does.

All counsellors and 98% of teachers felt that the school counsellor should serve as a liaison with other professional support services by making proper referrals

to agencies available within the community. Ninety-four percent of counsellors and 69% of teachers said this does happen. One-quarter of teachers didn't know if it does.

Counsellors and teachers agreed that the school counsellor should consult with administration regarding students with particular problems. All counsellors and 76% of teachers said this was happening.

A large number of counsellors and teachers said the counsellor should collect, file, assemble and distribute up-to-date occupational information for use in library displays, classroom projects, and bulletin boards. While 69% of counsellors said this does happen, only 48% of teachers agreed. Six percent of counsellors and 23% of teachers didn't know if this does happen.

The majority of counsellors and teachers felt the counsellor should teach courses in occupations and careers. Only 41% of counsellors and 28% of teachers said this does happen. Six percent of counsellors and 24% of teachers didn't know if it does.

Counsellors and teachers agreed that the counsellor

should conduct research related to the evaluation of the school guidance program. Only 38% of counsellors and 33% of teachers reported that this occurs.

All counsellors and 98% of teachers felt the counsellor should participate in professional growth and development through attendance at conferences and short courses. While the majority of counsellors and teachers said this occurs, 29% of teachers didn't know if it does.

Only 29% of counsellors and 32% of teachers said the counsellor should take part in administrative duties other than those of the guidance program. While 41% of counsellors and 36% of teachers said this was happening, 29% of counsellors and 33% of teachers didn't know if it was.

Only 20% of counsellors and 28% of teachers felt the counsellor should determine punitive action for students who break rules. Forty percent of counsellors and twenty-four percent of teachers reported that this occurs. Seven percent of counsellors and 24% of teachers didn't know if it does occur.

Counsellors and teachers agreed that the counsellor should take part in playground and hallway supervision. They also agreed that this was happening.

Counsellor Functions Relating to Students

Counsellor functions relating to students include items 9, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22, 26, 27, 28, 33, 34, 36, 37, 38, 41, 43, and 49 of the questionnaire sent to principals, counsellors, and teachers. (Appendix A)

Counsellors and teachers agreed that the counsellor should help to plan and develop the school program in relation to the needs of students. Although 59% of counsellors and 41% of teachers said this does occur, 37% of teachers didn't know if it does.

Counsellors and teachers agreed that the counsellor should administer and interpret group and individual tests of interest, aptitude, ability, and achievement. Sixty-three percent of counsellors and 55% of teachers reported that this was happening. Twenty-two percent of teachers didn't know if it was.

The majority of counsellors and teachers felt the counsellor should facilitate the delivery of services to students with special needs. While most of the counsellors and teachers reported that this occurs, 13% of counsellors and 30% of teachers didn't know if it does.

Seventy-three percent of counsellors said the counsellor should help students with study skills and 64% of the counsellors said they did this. While 60% of teachers said helping students with study skills should be a counsellor function, only 25% reported this was being done.

Most of the counsellors and half of the teachers felt that counsellors should help students with exam writing skills. While 53% of counsellors and 45% of teachers said this is not being done, 43% of teachers reported that they did not know if this occurs.

Counsellors and teachers agreed that the school counsellor should advise students and their parents as they make decisions regarding courses and program selection. Seventy-seven percent of counsellors and 53% of teachers reported that this is now being done.

The majority of counsellors and teachers said that counsellors should assist students with grade deficiencies. Eighty-seven percent of counsellors and 61% of teachers said that this is now being done.

All counsellors and 89% of teachers said that counsellors should assist students who have frequent absences. While 88% of counsellors said this is now being done, only 49% of teachers agreed.

Counsellors and teachers agreed that the counsellor should assist students who have been suspended from class and/or school. While the majority of counsellors reported that this is now being done, less than half of the teachers agreed.

Counsellors and teachers agreed that the counsellor should counsel students both on an individual basis and in small groups. They also agreed that this was occurring.

The majority of counsellors and teachers felt that the counsellor should help students to understand school rules and regulations. Ninety-four percent of counsellors and 57% of teachers said this was happening.

Counsellors and teachers agreed that the school counsellor should help new students to adjust to their new school. While 59% of counsellors reported that they are doing this, only 31% of teachers agreed and 36% of teachers did not know if this was being done.

Counsellors and teachers agree that the school counsellor should involve teachers in conferences with students and parents promoting a better understanding of the student and the student's development. While 88% of counsellors claimed that they were actually doing this, only 47% of teachers agreed.

Counsellors and teachers agreed that the counsellor should assist students to develop personal communication skills, decision-making skills, problem solving skills, and a positive self image. While over 80% of counsellors reported that they were doing this, less than half of the teachers agreed.

Counsellors and teachers agreed that the school counsellor should assist students in resolving conflicts with parents, teachers, and peers. Ninety-four percent of counsellors and 71% of teachers reported that this was happening.

Most of the counsellors and teachers felt that the school counsellor should counsel students regarding drug and alcohol problems. Three-quarters of counsellors and 56% of teachers reported that this is happening.

All counsellors and 99% of teachers agreed that the school counsellors should respect the student's right to privacy by keeping confidential those matters which the student wishes private and confidential. While the majority of counsellors and teachers said this was happening, 22% of teachers didn't know if it was.

All counsellors and 99% of teachers felt that the counsellor should assist students to understand and accept their own abilities and limitations, their interests, values, attitudes, and emotions. Most of the counsellors and teachers reported that this was taking place.

Counsellors and teachers agreed that the school counsellor should help students to develop skills and attitudes necessary for comfortable and wholesome associations with members of the opposite sex. While 88% of counsellors said this was happening, only 39% of teachers agreed.

Counsellors and teachers agreed that the school counsellor should help students to resolve problems of getting along with other students. They also agreed that this was being done.

All counsellors and a large majority of teachers felt that the school counsellor should counsel students with regard to family problems. While all counsellors reported that this was happening, 67% of teachers said that it was and 28% of teachers didn't know if it was.

All counsellors and almost all teachers said the counsellor should counsel students regarding emotional and social problems. They both agreed that this was occurring.

All counsellors and 90% of teachers felt that the counsellors should counsel students regarding sexual problems. While 94% of counsellors said this was being done, only 51% of teachers agreed. Forty-one percent of teachers didn't know if counsellors did this.

The majority of counsellors and teachers said the counsellor should provide students with information about

part-time and summer jobs. Fifty-six percent of counsellors and 40% of teachers said this does happen. Thirty-nine percent of teachers didn't know if it does.

Most of the counsellors and teachers felt the school counsellor should teach courses in occupations and careers. Only 41% of counsellors and 28% of teachers said this does occur. Twenty-four percent of teachers didn't know if it occurs.

Half of the counsellors and 57% of teachers said the counsellor should arrange a computer assisted career information program. Only 38% of counsellors and 26% of teachers said this was happening. Thirty-three percent of the teachers didn't know if this was happening.

Counsellor Functions Relating to Teachers

Counsellor functions relating to teachers include questionnaire items 4c, 5, 8, 10, 20, 24, 25, and 40. (Appendix A)

Counsellors and teachers agreed that the counsellor should develop a program for actively communicating the

nature of school counselling services to teachers. While 88% of counsellors said this occurs, only 56% of teachers said it does and 22% of teachers didn't know if it does.

Counsellors and teachers agreed that the counsellor should develop and coordinate a formal student and teacher referral system in the school to ensure that each student's personal/social needs, career needs and educational needs are met. The majority of counsellors reported that this does happen. Teachers reported that personal/social and educational needs were being met, but only 44% of teachers felt that students' career needs were being met and 30% of teachers didn't know if career needs were being met.

Counsellors and teachers agreed that the counsellor should act as a resource person for obtaining up-to-date materials and information on guidance. They also agreed that this is being done.

Counsellors and teachers agreed that the counsellor should develop within the school a program for in-service training of the school staff regarding teacher-student relations, understanding of problems of interpersonal relations, and learning problems of students. Only 31%

of counsellors and 19% of teachers reported this was being done regarding teacher-student relations. Forty percent of counsellors and 23% of teachers said this was being done regarding understanding of problems of interpersonal relations. Twenty-three percent of teachers didn't know. Twenty-nine percent of counsellors and teachers reported this was happening regarding learning problems of students. Eighteen percent of teachers didn't know if it was.

Counsellors and teachers agreed that the counsellor should provide information and consultation services to staff regarding students and interpret student needs to staff. The majority of counsellors and teachers reported that this was now taking place.

Counsellors and teachers agreed that the counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. While 88% of counsellors said this was being done, only 47% of teachers said it was.

Counsellors and teachers agreed that the counsellor should consult with teachers regarding students who show discipline and learning problems in the classroom. While

59% of the counsellors said they were doing this, only 30% of the teachers felt they were.

The majority of counsellors and teachers said the counsellor should furnish a review of student interviews to the teacher who made the referral. Although 63% of counsellors said this occurs, only 41% of teachers agreed. Thirteen percent of counsellors and 32% of teachers didn't know if it does.

Counsellor Functions Relating to Parents

Counsellor functions relating to parents include questionnaire items 4b, 23, 24, 31, and 39. (Appendix A)

Counsellors and teachers agreed that the counsellor should develop a program for actively communicating the nature of school counselling services to parents. While 71% of counsellors and 48% of teachers said this occurs, 37% of teachers didn't know if it does.

The majority of counsellors and teachers agreed that the counsellor should assist parents by helping them to understand child growth and development, family relations, parental roles, and problem children. The majority of

counsellors reported that they were helping parents in this way. Almost half of the teachers said they did not know if the counsellors were doing this.

Almost all of the counsellors and teachers felt that the counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. While 88% of counsellors said this occurs, only 47% of teachers agreed.

Counsellors and teachers agreed that the school counsellor should consult with parents concerning their children's academic, personal/social, and career development with suggestion for facilitating positive student growth. Although 94% of counsellors reported that this was happening, only 48% of teachers said it was.

All counsellors and most of the teachers said the counsellor should assist parents to develop realistic perceptions of their children's development in relation to their potential. While 88% of counsellors and 41% of teachers said this occurs, 46% of teachers didn't know if it does.

In summary of the responses to Research Question No.4,

counsellors and teachers were in general agreement as to what functions the school counsellor should be carrying out. However, perceptual differences were identified in questionnaire items 2a, 4e, 11, and 17.

Only 54% of counsellors said they should be provided with a written statement of counsellor goals, while 79% of teachers that responded said this should be done.

While 75% of counsellors wanted to develop a program for communicating the nature of school counselling services to the community, only 55% of teachers agreed.

Although only 63% of counsellors felt one of their functions should be to administer and interpret group and individual tests of interest, aptitude, ability, and achievement, 84% of teachers perceived this to be a counsellor function.

While 71% of counsellors wanted to teach academic classes in addition to performing counsellor duties, only 51% of teachers thought this should be happening.

Many perceptual differences between counsellors and

teachers were revealed with respect to what functions were actually performed by the counsellor. A significant number of teachers were not aware of what the counsellor actually did. (Appendix B). Particularly significant was the fact that many teachers were not aware of counsellor functions being carried out that were directly related to teachers.

Research Question No. 5

How do counsellors' perceptions of counsellor functions compare to parents' perceptions of counsellor functions?

Counsellor Functions Relating to School Administration

Counsellor functions relating to school administration include questionnaire items 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 17, 21, 29, 30, 35, 42, 43, 45, 46, and 47. Items from the Parent Interview Survey that correspond to these are items 3 - 19 and item 21. (Appendix A).

Parents agreed with counsellors on the team concept of determining what the counsellor does. Only half of the

counsellors indicated that the team approach was being used and parents reported that they did not know who determined what counselling services are provided.

Counsellors reported that they should be responsible for informing others about the nature of school counselling services. 56% of parents who responded said that the responsibility for informing others about counselling services was the principal's. Many parents did not know if the counsellor has the responsibility of informing others about school counselling services.

Counsellors and parents agreed that the counsellor should assist in the planning of classroom guidance activities.

Counsellors and parents agreed that the counsellor should help in planning and facilitating special education programs in the school.

Counsellors agree with parents that the counsellor should assist teachers through counselling related inservice training.

While 71% of counsellors said that counsellors should teach academic classes in addition to being a counsellor, only 35% of the parents agreed. Many parents were not certain about what the counsellor actually does but 88% of the counsellors reported that they teach academic classes as well as counsel.

Counsellors and parents agreed that the school counsellor should help students to understand school rules and regulations. While 94% of counsellors reported that this was happening many parents indicated that they did not know what the counsellor actually does.

Counsellors and parents agreed that the school counsellor should be a part of the school program planning team for special education. Fifty-nine percent of counsellors said this was happening.

Most of the counsellors and all of the parents felt that the counsellor should consult on placement and program decisions for special students. The majority of counsellors said this was happening.

All counsellors and the majority of parents felt that the counsellors should discuss counselling cases with the principal. All counsellors said this is now happening.

The majority of counsellors and parents said the counsellor should organize occupational information for use in library displays, classroom projects and bulletin boards. Most counsellors said this is being done.

Counsellors and parents agreed that the school counsellor should conduct research related to the evaluation of the school guidance programs.

All counsellors and parents said the school counsellor should have special training in counselling in addition to teacher training through attendance at conferences and short courses. A large number of counsellors said this was occurring.

Only 20% of counsellors and 23% of parents who responded said the counsellor should determine punishment for students who break rules. Forty percent of counsellors said this is happening.

Half of the counsellors and 78% of parents who responded said the counsellor should arrange a computer assisted career information program. Thirty-eight percent of counsellors reported that this does happen.

Counsellor Functions Relating to Students

Counsellor functions relating to students include questionnaire items 9, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22, 24, 26, 27, 28, 33, 34, 36, 37, 38, 41, 43, and 49. Corresponding items from the Parent Interview Survey include items 20a - 20w inclusive. (Appendix A).

Counsellors and parents agreed that the school counsellor should help to plan, develop and facilitate special education programs in schools.

Although 73% of counsellors said that the counsellor should help students with study skills, only 57% of parents agreed.

Sixty-seven percent of counsellors and 46% of parents who responded said that the school counsellor should help students with exam writing skills. Forty-seven percent of

counsellors said this is now being done.

A large number of counsellors and parents who responded said the counsellor should advise students and their parents as they make decisions regarding courses and program selections. Seventy-seven percent of counsellors said that this was happening.

Eighty percent of counsellors and 64% of parents said that the school counsellor should assist students with grade deficiencies. Most of the counsellors reported that this is now being done. Forty percent of parents said they were not certain what the counsellor does.

All counsellors and 88% of parents said that the counsellor should assist students who have frequent absences. Most of the counsellors said this is now being done.

Counsellors and parents agreed that the school counsellor should assist students who have been suspended from class and/or school. While the majority of counsellors reported that this was now happening, 40% of parents indicated they did not know what the counsellor does.

Counsellors and parents agreed that the school counsellor should counsel students using both an individual approach and a small group approach. While most of the counsellors reported that this was now happening, many parents did not know.

Counsellors and parents agreed that the school counsellor should help students to understand school rules and regulations.

Counsellors and parents agreed that the counsellor should help new students to adjust to their new school. Most counsellors reported that they were doing this.

Counsellors and parents agree that the counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. The majority of counsellors claimed that they were doing this.

Counsellors and parents agreed that the counsellor should assist students to develop decision-making skills, problem solving skills, and a positive self image. Over

80% of counsellors reported that this was taking place.

Counsellors and parents agreed that the school counsellor should assist students in resolving conflicts with parents, teachers, and peers. Almost all of the counsellors reported that they were doing this.

A large majority of counsellors and parents said the school counsellor should counsel students and provide information regarding drug and alcohol problems. Most of the counsellors reported that this was happening.

All counsellors and almost all of the parents who responded felt that the counsellor should keep confidential those matters which the student wishes confidential. The majority of counsellors said this was happening.

All counsellors and the majority of parents said that the counsellor should assist students to understand and accept their own abilities and limitations, their interests, values, attitudes, and emotions. Ninety-four percent of counsellors said this does occur.

Most of the counsellors and parents felt that the

school counsellor should help students to develop skills and attitudes necessary for comfortable and wholesome associations with members of the opposite sex. Most of the counsellors reported that this is being done.

All counsellors and 96% of parents said that the counsellor should help students in resolving conflicts with parents, teachers and schoolmates. Ninety-four percent of counsellors said this was happening.

All counsellors and 92% of parents felt that the counsellor should counsel students with regard to family problems. All counsellors said this does occur.

Counsellors and parents agreed that the counsellor should counsel students with regards to emotional and social problems. All counsellors said this was happening.

All counsellors and 88% of the parents who responded said the counsellor should counsel students regarding sexual problems. Almost all of the counsellors said this was occurring.

The majority of counsellors and parents said the

counsellor should provide students with information about part-time and summer jobs. While 56% of counsellors said this is now being done, 13% said they didn't know if it was.

While 56% of counsellors said the counsellor should teach courses in occupations and careers, only 35% of the parents who responded felt that the counsellor should teach other subjects in addition to being a counsellor. Forty-one percent of counsellors reported that they are now doing this.

Counsellors and parents agreed that the counsellor should arrange a computer assisted career information program in the school. Only 38% of counsellors said this was being done.

Counsellor Functions Relating to Teachers

Counsellor functions relating to teachers include questionnaire items 4c, 5, 8, 10, 20, 24, 25, and 40. Corresponding items from the Parent Interview Survey include items 23a - 23j. (Appendix A).

All counsellors and all parents believe that the school counsellor should communicate the counsellor's services to teachers. Counsellors reported that this was being done.

Counsellors and parents agreed that the counsellor should assist teachers by developing and coordinating a student and teacher referral system in the school to ensure that each student's personal/social needs, career needs, and educational needs are met. The majority of counsellors said this is now being done.

Counsellors and parents agreed that the school counsellor should help in planning and facilitating guidance programs in the school. A large number of counsellors reported that this does occur.

Counsellors and parents agreed that the counsellor should develop within the school a program for inservice training of the school staff regarding teacher-student relations, understanding of problems of interpersonal relations, and learning problems of students. Counsellors reported that this is not happening in the schools.

Counsellors and parents agreed that the school counsellor should provide information to staff regarding students and interpret student needs to staff. While 88% of counsellors said that this was occurring, 40% of parents did not know what the counsellor does.

Counsellors and the majority of parents who responded said the counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. Most of the counsellors said this is being done.

Counsellors and parents agreed that counsellors should consult with teachers regarding students who show discipline and learning problems in the classroom. Most of the counsellors claimed they were now doing this.

A large number of the counsellors and parents who responded said the school counsellor should furnish a reqview of student interviews to the teacher who made the referral. While 63% of counsellors said this was happening, 13% didn't know if it was. Forty percent of the parents didn't know what the counsellor does.

Counsellor Functions Relating to Parents

Counsellor functions relating to parents include questionnaire items 4b, 23, 24, 31, and 39. Corresponding items from the Parent Interview Survey include items 22a - 22h. (Appendix A).

All the counsellors and parents felt that parents should know what the counsellor does. Counsellors reported that this is being done.

The majority of counsellors and parents agreed that the school counsellor should assist parents by helping them to understand child growth and development, family relations, parental roles and problem children. More than half of the counsellors reported that they were assisting parents in this way. Forty percent of parents said they did not know what the counsellor does.

Counsellors and parents agreed that the counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. A large percentage of

counsellors said this is happening.

Counsellors and parents agreed that the school counsellor should consult with parents concerning their children's academic, personal/social, and career development with suggestions for facilitating positive student growth. The majority of counsellors said this does occur.

All counsellors and 96% of parents said the counsellor should assist parents to understand their child's achievement compared to the child's ability. A large number of counsellors said this was being done. Forty percent of parents don't know what the counsellor does.

In summary of the responses to Research Question No. 5, counsellors and parents generally agree as to what functions the counsellor should be performing. However, a perceptual difference was noted with respect to questionnaire item 14. The corresponding item from the Parent Interview Survey is 20b. (Appendix A) Another difference in perception was identified from questionnaire item 17 and the corresponding Parent Interview Survey item 16. (Appendix A)

While 76% of counsellors want to assist students with exam writing skills, 54% of parents that responded said that this should not be done by the counsellor.

Although 71% of counsellors wanted to teach other classes in addition to carrying out counsellor duties, 60% of parents that responded felt that the counsellor should not teach classes.

Counsellors' and parents' perceptions of what the school counsellor actually does were not directly compared. The panel of experts who piloted the research instruments for this study advised the investigator that, in most cases, it was unreasonable to expect parents to be aware of what specific functions were actually carried out by the school counsellor. However, responses to Parent Interview Survey items 3 and 4 indicate that 60% of parents do not know who the school counsellor is and further, that 40% of parents do not know what the school counsellor actually does.

Research Question No. 6

How do teachers' perceptions of counsellor functions compare with parents' perceptions of counselling functions?

Counsellor Functions Relating to School Administration

Counsellor functions relating to school administration include questionnaire items 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 17, 21, 29, 30, 32, 35, 42, 43, 44, 45, 46, 47, and 48. These items correspond to Parent Interview Survey items 3 - 19 and item 21. (Appendix A).

Both teachers and parents agreed that a team should determine what the counsellor does. Some parents said that the team should include parents. Teachers and parents both reported that they did not know who decides what services the counsellor will provide.

Teachers said that the responsibility of informing students, parents, teachers and administrators about the nature of school counselling services is that of the

counsellor. More than half of parents who responded said that this was the responsibility of the principal. Many of the teachers did not know if the counsellor informed others about counselling services and 60% of parents did not know who their school counsellor is. Forty percent of parents did not know what the counsellor does.

Teachers and parents agreed that the school counsellor should develop and coordinate a student and teacher referral system in the school to ensure that each student's personal/social needs, career needs, and educational needs are met. Although the majority of teachers said that students' personal/social needs and educational needs are being met in this way, only 44% of teachers said that students' career needs are being met. Thirty percent of teachers didn't know if career needs were being met.

Teachers and parents agree that the counsellor should assist in the planning of classroom guidance activities.

Teachers and parents agree that the counsellor should help in planning special education programs in the school. Only 41% of teachers reported that this was

happening. Thirty-seven percent of teachers didn't know if it was happening, and 40% of parents didn't know what the counsellor does.

Teachers and parents agree that the counsellor should assist teachers through counselling related inservice training.

Teachers and parents agreed that the counsellor should administer and interpret group and individual tests of interest, aptitude, ability and achievement. Although 55% of the teachers said this was happening, 22% said they didn't know if it was.

Teachers and parents agreed that counsellors should facilitate the delivery of services to students with special needs. While 52% of teachers said this was being done, 30% of teachers didn't know if it was.

Fifty-one percent of teachers and 35% of parents said that counsellors should teach academic classes in addition to being a counsellor. The majority of teachers reported that this is happening.

Teachers and parents agreed that the school counsellor should help students to understand school rules and regulations. While 52% of teachers reported that this was happening, 40% of parents did not know what the counsellor does.

Teachers and parents agreed that the school counsellor should be a part of the school program planning team for special education. Only 33% of teachers said this was happening, while 40% of parents did not know what the counsellor does.

Ninety-three percent of teachers and 100% of parents said that the school counsellor should consult on placement and program decisions for special students. More than half of the teachers said this was taking place.

Teachers and parents agreed that the school counsellor should discuss counselling cases with the principal. Most of the teachers said this does happen.

A large majority of teachers and parents said the counsellors should organize occupational information

for use in library displays, classroom projects, and bulletin boards. While 48% of teachers said this was happening, 23% didn't know if it was.

Sixty-four percent of teachers said the counsellor should teach courses in occupations and careers. Only 35% of parents who responded said the counsellor should teach other subjects in addition to being a counsellor. Only 28% of teachers said this was now occurring, and 24% of teachers didn't know if it was.

Ninety-eight percent of teachers and 100% of parents said the school counsellor should have special training in counselling in addition to teacher training through attendance at conferences and short courses. Although 64% of teachers said this occurs, 29% of teachers didn't know if it does and 40% of parents didn't know what the counsellor does.

Only 28% of teachers and 23% of the parents who responded said the counsellor should determine punishment for students who break rules. Twenty-four percent of teachers said this was happening and 24% of teachers didn't know if it was.

Counsellor Functions Relating to Students

Counsellor functions relating to students include questionnaire items 9, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22, 24, 26, 27, 28, 33, 34, 36, 37, 38, 41, 43, and 49. These items correspond to items 20a - 20w on the Parent Interview Survey. (Appendix A).

Although teachers and parents agreed that the school counsellor should help to plan, develop and facilitate special education programs in the school, only about half of the teachers said this is being done. About one third of the teachers didn't know if it was.

Sixty percent of teachers and 57% of parents said the counsellor should help students with study skills. Only 25% of teachers said this was occurring and 37% of teachers didn't know if it was.

Half of the teachers and approximately half of the parents who responded said that the school counsellor should not help students with exam writing skills. While 45% of teachers reported that this was not being done,

43% of teachers did not know if it was.

Ninety percent of teachers and 91% of the parents who responded indicated that the counsellor should advise students and their parents as they make decisions regarding courses and program selections. While 53% of teachers reported that this was being done, 40% of parents who responded said they did not know what the counsellor does.

Ninety-one percent of teachers and 64% of parents said the counsellor should assist students with grade deficiencies. Sixty-one percent of teachers reported that this was being done.

The majority of teachers and parents said that counsellors should assist students who have frequent absences. Forty-nine percent of teachers said that this occurs.

Teachers and parents agreed that the school counsellor should assist students who have been suspended from class and/or school. Less than half of the teachers reported that this was happening and 40% of the parents did not know what the counsellor does.

Teachers and parents agreed that the counsellor should counsel students individually and in small groups depending on the situation. While most of the teachers reported that this does occur, many parents did not know what approach counsellors use.

Teachers and parents agreed that the school counsellor should help students to understand school rules and regulations. More than half of the teachers said this is happening.

Although teachers and parents felt that the counsellor should help new students to adjust to their new school, only 31% of the teachers reported that this is being done and 36% of teachers didn't know if it was.

Teachers and parents agreed that the school counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. Only 47% of the teachers said this was happening.

Teachers and parents agreed that the counsellor

should assist students to develop decision-making skills, problem solving skills, and a positive self image. Many parents and teachers were not aware of whether the counsellor was doing this.

Teachers and parents agreed that the school counsellor should assist students in resolving conflicts with parents, teachers, and peers. The majority of teachers said the counsellor was doing this.

Most of the teachers and parents felt that the school counsellor should counsel students and provide information regarding drug and alcohol problems. More than half of the teachers said this was being done.

A large majority of teachers and parents felt that the counsellor should keep confidential those matters which the student wishes confidential. While 74% of teachers said this was being done, 24% of teachers and 40% of parents didn't know if the counsellors were doing this.

Almost all of the teachers and parents believe that

the counsellor should assist students to understand and accept their own abilities and limitations, their interests, values, attitudes, and emotions. Sixty percent of teachers said this was happening.

A large number of the teachers and parents felt the counsellor should help students to develop skills and attitudes necessary for comfortable and wholesome associations with members of the opposite sex. Only 39% of the teachers said this occurs.

Most of the teachers and parents said the counsellor should help students in resolving conflicts with parents, teachers, and schoolmates. Seventy-eight percent of teachers reported that this does happen.

Teachers and parents agreed that the school counsellor should counsel students with regard to family problems. While 67% of teachers said this was happening, 28% of teachers didn't know if it was.

Teachers and parents agreed that the school counsellor should counsel students with regard to emotional and social

problems. Most of the teachers said this was happening.

Teachers and parents agreed that the counsellor should counsel students regarding sexual problems. While half of the teachers said the counsellor was doing this, 41% of teachers didn't know if it was being done.

The majority of teachers and parents said the school counsellor should provide students with information about part-time and summer jobs. Only 40% of teachers said this occurs and 39% of teachers didn't know if it does.

While 64% of teachers said the counsellor should teach courses in occupations and careers, 35% of parents who responded felt that the counsellor should teach other subjects in addition to being a counsellor. Only 28% of teachers said the counsellor does teach these course, and 24% of teachers didn't know.

Fifty-seven percent of teachers and 78% of parents who responded said the counsellor should arrange a computer assisted career information program. Only 26% of teachers said this is happening, while 33% of teachers didn't know if it was.

Counsellor Functions Relating to Teachers

Counsellor functions relating to teachers include questionnaire items 4c, 5, 8, 10, 20, 25, and 40. These items correspond to items 23a - 23j on the Parent Interview Survey. (Appendix A)

Teachers and parents agreed that the teachers should be advised of what the counsellor does. While 56% of teachers reported that the counsellor is doing this, 22% didn't know.

Teachers and parents agreed that the counsellor should develop and coordinate a student and teacher referral system in the school to ensure that each student's personal/social needs, career needs, and educational needs are met. Although most of the teachers said that the personal/social needs and educational needs are being met in this way, only 44% of teachers didn't know if career needs were being met in this way.

Teachers and parents agreed that the counsellor should act as a resource person for obtaining up-to-date materials and information guidance. A large number of teachers reported that this was occurring.

Teachers and parents agreed that the counsellor should assist teachers through counselling related inservice training.

Teachers and parents agreed that the school counsellor should provide information to staff regarding students and interpret student needs to staff. Sixty percent of the teachers reported that this was happening.

Teachers and parents agreed that the counsellor should involve teachers in conferences with students and parents, promoting a better understanding of the student and the student's development. Only 47% of teachers said this was now being done.

Teachers and parents agreed that the counsellor should consult with teachers regarding students who show discipline and learning problems in the classroom. Only 30% of the teachers indicated that this was indeed happening and 40% of parents said they did not know what the counsellor actually does.

Most of the teachers and the parents who responded said the school counsellor should furnish a review of student interviews to the teacher who made the referral.

While 41% of teachers reported that this was being done, 32% of teachers didn't know if it was.

Counsellor Functions Relating to Parents

Counsellor functions relating to parents include questionnaire items 4c, 23, 24, 31, and 39. These items correspond to items 22a - 221 on the Parent Interview Survey. (Appendix A)

Teachers and parents agreed that the school counsellor should advise parents of the nature of the school counselling program. Only 48% of teachers said this was being done and 37% of teachers didn't know if it was.

The majority of teachers and parents agreed that counsellors should assist parents by helping them to understand child growth and development, family relations, parental roles, and problem children. Almost half of teachers and parents did not know if counsellors were helping parents in this way.

Teachers and parents agreed that the counsellor should consult with parents concerning their children's academic, personal/social, and career development with suggestions for

facilitating positive student growth. Only 48% of teachers said this was happening.

The majority of teachers and parents felt the counsellor should assist parents to understand their child's achievement compared to that child's ability. While 41% of teachers indicated that this was being done, 46% of teachers didn't know if it was and 40% of parents didn't know what the counsellor does.

In summary to the responses to Research Question No.6, teachers and parents closely agree as to what functions should be carried out by the school counsellor. However, a perceptual difference was noted with respect to questionnaire items 43 compared with the corresponding Parent Interview Survey item 16. (Appendix A) Another perceptual difference was identified from a comparison of questionnaire item 49 and the corresponding Parent Interview Survey item 20w. (Appendix A)

While the majority of teachers said that the counsellor should teach other subjects in addition to being a counsellor, 60% of parents said that this should not happen.

Although only 57% of teachers wanted the counsellor to

arrange a computer assisted career information program, 78% of the parents that responded wanted the counsellor to do this.

Teachers' and parents' perceptions of what the school counsellor actually does were not directly compared. The panel of experts who piloted the research instruments for this study advised the investigator that, in most cases, it was unreasonable to expect parents to be aware of the specific functions that were actually carried out by the school counsellor. However, responses to Parent Interview Survey items 3 and 4 (Appendix B) indicate that 60% of the parents do not know who the counsellor is and further, that 40% of parents do not know what the counsellor actually does. Generally, teacher responses to questionnaire items suggested that there exists a significant lack of teacher awareness about counsellor activities. (Appendix B)

Responses to Open-ended Questions

Many teaches reported that the school needs to allot more time for counsellors. They indicated that the counsellor was overworked and that the counsellor's ability to function effectively was restricted by limitations on counselling time.

Teachers and parents agreed that they either lacked awareness of counsellor activities or had little interaction with the school counsellor.

Teachers and parents agreed that counselling was a worthwhile and valuable program in the school.

Teachers, parents, and principals reported that the school counsellor lacked formal training and/or expertise.

Teachers and parents reported that the school counsellor was also a school administrator.

Summary

The purpose of this chapter was to describe the research findings as they related to each of the six individual research questions. Perceptions of counsellor functions from principals, counsellors, teachers, and parents were compared and described. Perceptual differences were identified and described as they related to each of the research questions.

Generally, agreement existed between principals, counsellors, teachers, and parents regarding their perceptions of

what functions the school counsellor should or should not be carrying out. For the most part, results suggested that the counsellor should perform the majority of functions identified in the questionnaire. However, it was agreed that the counsellor should not take part in administrative duties other than those of the guidance program. All parties agreed that the counsellor should not determine punitive action for students who break rules. Also, although a majority of principals and counsellors said that the counsellor should teach other subjects in addition to being a counsellor, almost half of the teachers and a significant majority of parents disagreed. As well, half of the principals said that the counsellor should not advise students and parents as they make decision regarding course and program selections, while 91% of parents, 90% of teachers, and 80% of counsellors indicated that this should be one of the counsellor's functions.

A comparison was made as to the perceptions of principals, counsellors, and teachers about what the counsellor actually does. Parent perceptions of actual counsellor activities were not directly compared to other groups because the investigator was advised by the panel of experts who piloted the research instrument that it was unreasonable to expect parents to be aware of the specific functions that

were actually performed by the school counsellor. Research data revealed that as a rule teachers and parents were less aware of counsellor activities than were principals and counsellors.

In response to the open-ended question, teachers, parents, and a few principals said that there was not enough counselling time provided and that as a result some counsellors were overworked. Also, teachers and parents echoed other data that showed their lack of awareness about counsellor activities. It was also noted from the open-ended responses that teachers and parents thought that counselling was a worthwhile program but many counsellors were unqualified to perform various functions.

Appendix A provides copies of the research instruments and Appendix B provides a summary of actual responses to questionnaire and Parent Interview Survey items.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This, the concluding chapter, contains a summary of the information presented in this study. Conclusions and recommendations are presented.

Summary

The purpose of this study was to survey the perceptions of counsellor functions as held by principals, counsellors, teachers, and parents in Yellowhead School Division. This study was designed to identify and compare these perceptions and to discuss perceptual differences as they relate to various counsellor functions. A difference of twenty percent was considered significant.

Literature related to counselling was reviewed to demonstrate a need for counselling programs and to discuss various counsellor functions. Information about counselling programs in Yellowhead School Division was discussed.

Two questionnaires were designed to survey the perceptions of principals, counsellors, teachers, and parents in Yellowhead School Division. One questionnaire collected data from principals, counsellors, and teachers. A separate questionnaire was designed to collect data from

parents. A total of two hundred and ninety-three questionnaires were sent to principals, counsellors, and teachers in Yellowhead School Division. Eighty-six percent of educators responded to the survey. Twenty-five randomly selected parents were interviewed.

To facilitate ease of analysis, the questionnaires were designed for the provision of numerical responses to all items. When collected, the data were recorded on eighty column data sheets so that they were readily available for analysis.

The study was concerned with answers to the following research questions:

1. How do principals' perceptions of counsellor functions compare with counsellors' perceptions of counsellor functions?
2. How do principals' perceptions of counsellor functions compare with teachers' perceptions of counsellor functions?
3. How do principals' perceptions of counsellor functions compare with parents' perceptions of counsellor functions.
4. How do counsellors' perceptions of counsellor

functions compare with teachers' perceptions of counsellor functions?

5. How do counsellors' perceptions of counsellor functions compare with parents' perceptions of counsellor functions?
6. How do teachers' perceptions of counsellor functions compare with parents' perceptions of counsellor functions?

Major Findings

Responses indicated that principals and counsellors generally agreed in their perceptions of what the counsellor should be doing. However, a significant number of principals did not see the giving of program advice to students and parents as one of the counsellor's functions while counsellors did. Many counsellors did not want to help parents to understand parental roles while most principals wanted counsellors to do this. Data suggested that there was disagreement between principals and counsellors about whether counsellors should perform administrative duties. Counsellors indicated that they wanted more input in the development of counsellor goals and role description. Some principals were not aware of the degree of interaction between counsellors and parents.

Principals generally agreed with teachers about what functions the counsellor should be carrying out. However, teachers wanted counsellors to be given more direction than principals did. Many teachers disagreed with principals who wanted counsellors to conduct counselling needs surveys, conduct teacher inservice sessions related to counselling, teach non-counselling classes, and perform administrative duties not related to counselling. A significant number of teachers were less aware of counsellor activities than were principals.

Principals and parents generally concurred on the functions that should be carried out by the school counsellor. However, a significant number of principals disagreed with most parents who want the counsellor to advise students and parents regarding course and program selection. Many principals disagreed with parents who wanted the counsellor to arrange a computer assisted career information program. Parents were understandably less aware than principals of specific counsellor activities. Sixty percent of parents did not know who the school counsellor was.

Counsellors and teachers agreed, for the most part,

about what functions the counsellor should perform. However, a large majority of teachers indicated that the counsellor should be provided with a written statement of counsellor goals while only approximately half of the counsellors agreed. A significant number of teachers disagreed with most counsellors who wanted to develop a program for communicating the nature of school counselling services to the community. Almost half of the teachers felt that counsellors should not teach non-guidance classes in addition to being a counsellor, while the majority of counsellors wanted to do this. Many counsellors disagreed with most teachers who wanted the counsellor to administer and interpret tests of interest, aptitude, ability, and achievement. Teachers were not aware of many of the counsellors' activities.

Counsellors generally agreed with parents about what functions the counsellor should perform. However, many parents disagreed with the majority of counsellors who wanted to help students with exam writing skills. Many parents disagreed with the majority of counsellors who wanted to teach classes other than those directly related to guidance. Sixty percent of parents did not know what the school counsellor did.

Teachers and parents generally agreed on the functions that the school counsellor should be carrying out. However, most parents said that the school counsellor should not teach other subjects in addition to being a school counsellor, while the majority of teachers disagreed. Many teachers disagreed with the majority of parents who wanted the counsellor to arrange a computer assisted career information program. Teachers' and parents' perceptions of what the school counsellor actually does were not directly compared, however, data suggest that there existed a significant lack of teacher and parent awareness of counsellor activities.

Responses to open-ended questions indicate that while counselling is considered to be a worthwhile and valuable program, support in terms of counselling time allotments and formal counselling training is limited. Data also show that some counsellors are also serving in an administrative capacity.

Conclusions

Parents, teachers, counsellors and principals share similar expectations with respect to the functional role

of the school counsellor. All of these stakeholder groups are in favor of formalized role description for school counsellors. The process of developing counsellor goals and a counsellor role description should involve parents, teachers, the principals, and, to a significant extent, the school counsellor.

The process of stakeholder involvement in counsellor role development can be an important first step in increasing general awareness and effectiveness of counselling programs in Yellowhead School Division. The result of a cooperative planning process may be a counselling program congruent to the needs of the individual school community.

The service provided by the school counsellor is important, therefore, support must be considered for formal counsellor training. Due to potential role conflict between administrator functions and counsellor functions schools should avoid assigning counsellor duties to administrators.

Recommendations

It is evident from the proceeding conclusions that there are some aspects of counselling programs in Yellowhead School Division that should receive consideration for further development. The recommendations that follow are drawn from the conclusions.

1. In consultation with central office personnel, each school should design a process by which the principal, the counsellor, teachers, parents, and, to some extent, students can become involved in the development of a formal functional role description for the school counsellor. The process might include formal and informal group meetings, questionnaires and personal interviews.
2. Schools should collect, record, and organize input from various stakeholder groups and develop a written statement of counsellor goals and the role of the counsellor.
3. Develop a marketing strategy for increasing the awareness of counsellor activities among various stakeholder groups in the school community.
4. Develop policies with respect to formal training of counselling personnel.

5. Discontinue the assignment of counsellor duties to administrators.
6. Develop a school plan for regular evaluation of counselling programs.

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APPENDIX A

Covering Letters, Questionnaire, and

Parent Interview Survey

121 Michener Park
Edmonton, Alberta
T6H 4M4

Dear Principal:

The accompanying questionnaire deals with a study that I am conducting as a graduate student in Educational Administration at the University of Alberta. The study is required for the completion of my Master's Thesis. The information gathered will be useful to counsellors and administrators in Yellowhead in ensuring that counselling services are meeting the needs of the area.

This study is an attempt to describe how school counselling programs in Yellowhead School Division are viewed by principals, counsellors, teachers, and parents.

The success of this study depends upon the cooperation of people such as you. I would be grateful if you would assist me in this research by completing the enclosed questionnaire at your earliest convenience.

Since the information will not deal with individual cases your name is not required. Please give your initial response and do not consult with anyone when completing the questionnaire. Your opinion is more important than right or wrong answers.

If you wish to obtain a report of the findings of this research please send your name and address in a separate letter.

Thank you for your cooperation.

Sincerely,

Brian O'Kurley

121 Michener Park
Edmonton, Alberta
T6H 4M4

Dear Counsellor:

The accompanying questionnaire deals with a study that I am conducting as a graduate student in Educational Administration at the University of Alberta. The study is required for the completion of my Master's Thesis. The information gathered will be useful to counsellors and administrators in Yellowhead in ensuring that counselling services are meeting the needs of the area.

This study is an attempt to describe how school counselling programs in Yellowhead School Division are viewed by principals, counsellors, teachers, and parents.

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If you wish to obtain a report of the findings of this research please send your name and address in a separate letter.

Thank you for your cooperation.

Sincerely,

Brian O'Kurley

121 Michener Park
Edmonton, Alberta
T6H 4M4

Dear Teacher:

The accompanying questionnaire deals with a study that I am conducting as a graduate student in Educational Administration, University of Alberta. This study is required for the completion of my Master's Thesis.

This study is an attempt to describe how school counselling programs in Yellowhead School Division are viewed by parents, teachers, counsellors, and principals.

The success of this study depends upon the cooperation of people such as you. I would be grateful if you would assist me in this research by completing the enclosed questionnaire at your earliest convenience.

Your name is not required since the information will not deal with individual cases. Please do not consult with anyone when completing the questionnaire as your opinion is more important than right or wrong answers.

If you wish to obtain a report of the findings of this research please send your name and address in a separate letter.

Thank you for your cooperation.

Sincerely,

Brian O'Kurley

May 17, 1985

121 Michener Park
Edmonton, Alberta

Dear Teacher,

On April 23, 1985 a questionnare regarding counselling programs was distributed to schools in Yellowhead School Division. If you have completed and returned the form please ignore this reminder and accept my thanks for your participation. If you have not completed and returned this form, could you please take the short time necessary and do this now.

As teacher participation is a vital part of my study your response is very important to me. In addition, in order to submit my thesis in time for Fall Convocation it is necessary for me to complete this study by mid-summer. Results of the study will be made available in the Fall of 1985.

I am including another questionnare and return envelope in case the original has been misplaced. Thankyou for your generous assistance and kind cooperation.

Sincerely yours,

Brian O'Kurley

YELLOWHEAD
SCHOOL
DIVISION No. 12

Box 1570, Edson, Alberta T0E 0P0. Telephone 723-4471

March 27, 1985

To: All Principals

From: George Opryshko

Re: Brian O'Kurley

Brian O'Kurley is currently doing his thesis on the topic "Counselling Programs in Yellowhead School Division." He has asked for and received permission to survey teachers, and selected parents for his research.

Brian will be contacting you next week for your assistance. Please give him your cooperation in this very worthwhile endeavor.

George S. Opryshko
Superintendent of Schools

ss

After reading the following statements check either of the first two spaces or blank lines as to whether you feel that this function should or should not be part of the counselling program in your school.

Then check either the third or fourth blank as to whether you feel the counselling program in your school does or does not perform this function. If you do not know whether or not the function is performed by the counselling program in your school, check the fifth blank, don't know.

	Should	Should Not	Does	Does Not	Don't Know	C.C.
The Counsellor in this school . . .						
0. Is responsible for recording and checking student attendance	___	✓	___	✓	___	

This response indicates that you feel the counsellor should not perform this function and does not.

Each function should be followed by two checks.

The Counsellor in this school. . . .	Should	Should Not	Does	Does Not	Don't Know	C.C.
						1
1. Develops a written statement of:						
a) counsellor goals	___	___	___	___	___	2
b) the role of the school counsellor	___	___	___	___	___	3
2. Is provided with a written statement of:						
a) counsellor goals	___	___	___	___	___	4
b) the role of the school counsellor	___	___	___	___	___	5
3. Is part of a team that determines. . .						
a) counsellor goals	___	___	___	___	___	6
b) the role of the school counsellor	___	___	___	___	___	7
4. Develops a program for actively communicating the nature of school	___	___	___	___	___	

	Should	Should Not	Does	Does Not	Don't Know	C.C.
The Counsellor in this school. . .						
counselling services to						
a) students	___	___	___	___	___	8
b) parents	___	___	___	___	___	9
c) teachers	___	___	___	___	___	10
d) administrators	___	___	___	___	___	11
e) the community	___	___	___	___	___	12
5. Develops and coordinates a formal student and teacher referral system in the school to ensure that each student's						
a) personal/social needs are met	___	___	___	___	___	13
b) career needs are met	___	___	___	___	___	14
c) educational needs are met	___	___	___	___	___	15
6. Ascertains needs for school counselling services through surveys	___	___	___	___	___	16
7. Assists in the planning of classroom guidance activities	___	___	___	___	___	17
8. Acts as a resource person for obtaining up-to-date materials and information guidance	___	___	___	___	___	18
9. Helps to plan and develop the school program in relation to the needs of students	___	___	___	___	___	19
10. Develops within the school a program for in-service training of the school staff regarding						
a) teacher-student relations	___	___	___	___	___	20
b) understanding of problems of inter-personal relations	___	___	___	___	___	21

	Should	Should Not	Does	Does Not	Don't Know	C.C.
The Counsellor in this school. . .						
c) learning problems of students	___	___	___	___	___	22
11. Administers and interprets group and individual tests of interest, aptitude, ability and achievement	___	___	___	___	___	23
12. Facilitates the delivery of services to students with special needs	___	___	___	___	___	24
13. Assists students to develop study skills	___	___	___	___	___	25
14. Assists students to develop examination writing skills	___	___	___	___	___	26
15. Advises students and parents as they make decisions regarding courses and program selection	___	___	___	___	___	27
16. Contacts and/or accepts appointments with students who. . .						
a) have grade deficiencies	___	___	___	___	___	28
b) have frequent absences	___	___	___	___	___	29
c) are suspended from class	___	___	___	___	___	30
d) are suspended from school	___	___	___	___	___	31
17. Teaches academic classes in addition to being a counsellor	___	___	___	___	___	32
18. Provides counselling to students on an individual one-to-one basis	___	___	___	___	___	33
19. Provides counselling on a small group basis	___	___	___	___	___	34

	Should	Should Not	Does	Does Not	Don't Know	C.C.
The Counsellor in this school. . .						
20. Provides information and consultation services to staff regarding students, and interprets student needs to staff	___	___	___	___	___	35
21. Helps students to understand school rules and regulations	___	___	___	___	___	36
22. Plans and initiates activities that help students new to the school adjust to their new environments	___	___	___	___	___	37
23. Works with individual parents or parent groups in order to help them understand. . .						
a) child growth and development	___	___	___	___	___	38
b) family relations	___	___	___	___	___	39
c) parental roles	___	___	___	___	___	40
d) problem children	___	___	___	___	___	41
24. Involves teachers in conferences with students and parents, promoting a better understanding of the student and the student's development	___	___	___	___	___	42
25. Develops a teacher consultation program to help teachers with students who show discipline and learning problems in the classroom	___	___	___	___	___	43
26. Assists students to develop. . .						
a) personal communication skills	___	___	___	___	___	44
b) decision-making skills	___	___	___	___	___	45

	Should	Should Not	Does	Does Not	Don't Know	C.C.
The Counsellor in this school. . .						
c) problem solving skills	___	___	___	___	___	46
d) a positive self image	___	___	___	___	___	47
27. Assists students in resolving conflicts with parents, teachers and peers	___	___	___	___	___	48
28. Counsels students and provides information regarding drug and alcohol problems	___	___	___	___	___	49
29. Is a part of the school program planning team for special education	___	___	___	___	___	50
30. Consults on placement and program decisions for special students	___	___	___	___	___	51
31. Consults with parents concerning their children's academic, personal-social, and career development with suggestions for facilitating positive student growth	___	___	___	___	___	52
32. Serves as a liaison with other professional support services (School psychologist, special education, health, etc.) by making proper referrals to agencies available within the community	___	___	___	___	___	53
33. Respects the student's right to privacy by keeping confidential those matters which the student wishes private and confidential	___	___	___	___	___	54

	Should	Should Not	Does	Does Not	Don't Know	C.C.
34. Assists students to understand and accept their own abilities and limitations, their interests, values, attitudes and emotions	___	___	___	___	___	55
35. Consults with administrators regarding students with particular problems	___	___	___	___	___	56
36. Helps students to develop skills and attitudes necessary for comfortable and wholesome associations with members of the opposite sex	___	___	___	___	___	57
37. Helps students to resolve problems of getting along with other students	___	___	___	___	___	58
38. Counsels students with regard to. . .						
a) family problems	___	___	___	___	___	59
b) emotional problems	___	___	___	___	___	60
c) sexual problems	___	___	___	___	___	61
d) social problems	___	___	___	___	___	62
39. Assists parents to develop realistic perceptions of their children's development in relation to their potential	___	___	___	___	___	63
40. Furnishes a review of student interviews to the teacher who made the referral	___	___	___	___	___	64
41. Provides students with information about part-time and summer jobs	___	___	___	___	___	65
42. Collects, files, assembles, and distributes up-to-date occupational information for use in library displays, classroom projects, and bulletin boards	___	___	___	___	___	66

	Should	Should Not	Does	Does Not	Don't Know	C.C.
The Counsellor in this school. . .						
43. Teaches courses in occupations and careers	___	___	___	___	___	67
44. Conducts research related to the evaluation of the school guidance programs, such as follow-up of graduates, needs surveys, and student-school perception surveys	___	___	___	___	___	68
45. Participates in professional growth and development through attendance at conferences and short courses	___	___	___	___	___	69
46. Takes part in administrative duties other than those of the guidance program	___	___	___	___	___	70
47. Determines punitive action for students who break rules	___	___	___	___	___	71
48. Takes part in playground and hallway supervision	___	___	___	___	___	72
49. Arranges a computer assisted career information program	___	___	___	___	___	73

50. Please use this space to make any other comments you feel relevant.

_____

_____

_____

COUNSELLING PROGRAMS IN YELLOWHEAD SCHOOL DIVISION

Parent Interview Survey

1. Do you have any children attending school in this area? Yes____ No____
2. How long has your child been attending this school? 1 yr___ 2 yr___ 3 yr___
3. Do you know who the school counsellor is? Yes____ No____
4. Do you know what the school counsellor does? Yes____ No____
5. Should parents know what the school counsellor does? Yes____ No____
6. Should students know what the school counsellor does? Yes____ No____
7. Should teachers know what the school counsellor does? Yes____ No____
8. Should the principal know what the counsellor does? Yes____ No____
9. Should the community at large know what the counsellor does? Yes____ No____
10. Who should provide information to others about counselling? _____
11. Who should decide what counsellors do? _____
12. Do you know who decides what services the counsellor will offer? Yes____ No____
13. Should the counsellor help in planning guidance programs in the school? Yes____ No____
14. Should the counsellor help in planning special education programs in the school? Yes____ No____
15. When counselling students, should the counsellor talk with students one at a time ____ or in small groups ____ or how? _____
16. Should the counsellor teach other subjects in addition to being a counsellor? Yes____ No____
17. Should the counsellor have special training in counselling in addition to teacher training? Yes____ No____
18. Should the counsellor discuss counselling cases with the principal? Yes____ No____
19. Should the counsellor determine punishment for students who break rules? Yes____ No____

20. Should the school counsellor help students...	Yes	No
a)..with study skills?	____	____
b)..exam writing skills?	____	____
c)..to develop decision making skills?	____	____
d)..to develop problem solving skills?	____	____
~~..to develop problem solving skills?~~	~~____~~	~~____~~
e)..to understand school rules and regulations?	____	____
f)..who are new to the school to adjust to their new school?	____	____
g)..and their parents in choosing subjects and programs?	____	____
h)..who have poor grades ?	____	____
i)..who have frequent absences?	____	____
j)..who are suspended from class?	____	____
k)..who are suspended from school?	____	____
l)..in resolving conflicts with parents teachers and school mates?	____	____
m)..by providing information and counselling regarding drug and alchohol problems?	____	____
n)..who have special needs with program placement?		
o)..to understand and accept their own abilities and limitations?	____	____
p)..to understand and accept their own interests, values, attitudes and emotions?	____	____
q)..to develop skills and attitudes necessary for comfortable and wholesome associations with members of the opposite sex?	____	____
r)..in dealing with family problems?	____	____
s)..in dealing with emotional problems?	____	____
t)..in dealing with sexual problems?	____	____

	Yes	No
20. Should the school counsellor help students...		
u)..in dealing with social problems?	____	____
v)..by providing information about part-time and summer jobs?	____	____
w)..by arranging a computer-assisted career information program?	____	____
21. Should the counsellor keep confidential those matters which the student wishes confidential?	____	____
22. Should the school counsellor assist parents...		
a)..by helping them to understand child growth &development?	____	____
b)..by helping them to understand family relations?	____	____
c)..by helping them to understand parental roles?	____	____
d)..by helping them to understand problem children?	____	____
e)..by discussing with them their children's progress at school?	____	____
f)..by discussing with them their children's personalsocial growth?		
g)..by suggesting ways to encourage positive student growth?	____	____
h)..to understand their children's achievement compared to that child's ability?	____	____
23. Should the school counsellor assist teachers...		
a)..by being available to help with students who show discipline or learning problems in the classroom?	____	____
b)..by explaining how students can be referred for counselling?	____	____
c)..by helping them to understand teacher-student relations?	____	____
d)..by giving teachers who referred the student a review of student interviews?	____	____
e)..by organizing information on occupations for use in library displays, classroom projects, and bulletin boards?	____	____
f)..by helping them understand problems of interpersonal relations?	____	____

24. Should the school counsellor assist teachers..	Yes	No
g)..by helping them to understand learning problems of students?	___	___
h)..by providing them with information regarding students?	___	___
i)..by interpreting student needs?	___	___
j)..by involving them in conferences with students and parents	___	___

APPENDIX B

Responses to Questionnaire and Parent Interview Survey

Responses to Questionnaire and

Parent Interview Survey

P - Principals
C - Counsellors
T - Teachers
R - Parents
* Item from Parent Interview Survey

Responses are expressed in the following sequence: Principals/Counsellors/Teachers/Parents
Responses are expressed in percentage of those within each stakeholder group that responded.

Counsellor Functions Relating to School Administration P/C/T/R

The Counsellor in this school ...	Should	Should Not	Does	Does Not	Don't Know
1. Develops a written statement of:					
a) counsellor goals	93/94/88/NA	7/ 6/12/NA	64/71/24/NA	29/23/21/NA	7/ 6/55/NA
b) the role of the school counsellor	86/79/85/NA	14/21/15/NA	50/40/23/NA	36/53/23/NA	14/ 7/54/NA
2. Is provided with a written statement of:					
a) counsellor goals	50/54/79/NA	50/46/21/NA	15/36/88/NA	71/57/14/NA	14/ 7/74/NA
b) the role of the school counsellor	77/67/83/NA	23/33/17/NA	23/56/13/NA	62/38/13/NA	15/ 6/73/NA
3. Is part of a team that determines...					
a) counsellor goals	87/94/97/NA	13/ 6/ 3/NA	71/56/27/NA	29/36/16/NA	0/ 6/57/NA
b) the role of the school counsellor	93/93/97/NA	7/ 7/ 3/NA	71/43/26/NA	29/50/15/NA	0/ 7/59/NA

*11. Who should decide what counsellors do? C - 8, P - 4, T - 8, R - 4, School Board - 12, Team - 52

*12. Do you know who decides what services the counsellor will offer? Yes - 8 No - 80

The Counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
4. Develops a program for actively communicating the nature of school counselling services to					
a) students	100/100/98/NA	0/ 0/ 2/NA	100/82/76/NA	0/12/ 8/NA	0/ 6/16/NA
b) parents	87/100/81/NA	0/13/19/NA	64/71/48/NA	29/77/15/NA	7/ 6/37/NA
c) teachers	100/100/81/NA	0/ 0/19/NA	79/88/56/NA	21/ 6/78/NA	0/ 6/22/NA
d) administrators	80/100/73/NA	0/20/17/NA	71/75/34/NA	29/13/16/NA	0/12/50/NA
e) the community	67/75/55/NA	33/25/45/NA	36/47/19/NA	57/47/32/NA	7/ 7/49/NA
*3. Do you know who the school counsellor is?			Yes - 40 No - 60		
*4. Do you know what the school counsellor does?			Yes - 60 No - 40		
*5. Should parents know what the school counsellor does?			Yes - 100		
*6. Should students know what the school counsellor does?			Yes - 96 No - 4		
*7. Should teachers know what the school counsellor does?			Yes - 100		
*8. Should the principal know what the counsellor does?			Yes - 100		
*9. Should the community at large know what the counsellor does?			Yes - 83 No - 17		
5. Develops and coordinates a formal student and teacher referral system in the school to ensure that each student's					
a) personal/social needs are met	79/88/95/NA	21/12/ 5/NA	71/82/60/NA	21/18/20/NA	7/ 0/20/NA
b) career needs are met	83/69/76/NA	17/31/24/NA	69/60/44/NA	31/33/26/NA	0/ 7/30/NA
c) educational needs are met	93/75/90/NA	7/25/10/NA	86/69/55/NA	7/25/21/NA	7/ 6/24/NA
*23b) Should the counsellor help teachers by explaining how students can be referred for counselling?			Yes - 92 No - 8		

The Counsellor in this school ...	Should	Should Not	Does	Does Not	Don't Know
6. Ascertains needs for school counselling services through surveys	93/88/73/NA	7/12/27/NA	64/50/25/NA	29/44/27/NA	7/ 6/28/NA
7. Assists in the planning of classroom guidance activites	100/87/88/NA	0/13/12/NA	79/77/50/NA	21/23/31/NA	0/ 0/19/NA
*13. Should the counsellor help in planning guidance programs in the school?			Yes - 95 Don't Know - 4		
9. Helps to plan and develop the school program in relation to the needs of students	87/81/85/NA	13/19/15/NA	79/59/41/NA	21/35/22/NA	0/ 6/37/NA
29. Is a part of the school program planning team for special education	100/93/84/NA	0/ 7/16/NA	53/59/33/NA	47/29/29/NA	0/12/38/NA
11. Administers and interprets group and individual tests of interest, aptitude, ability and achievement	86/63/84/NA	14/37/16/NA	60/63/55/NA	27/38/23/NA	13/ 0/22/NA
30. Consults on placement and program decision for special students	93/87/93/100	7/13/ 7/ 0	87/77/53/	13/23/16/NA	0/ 0/31/NA
12. Facilitates the delivery of services to students with special needs	86/77/89/NA	14/23/11/NA	73/69/52	20/18/18/NA	7/13/30/NA
*20n) Should the school counsellor help students who have special needs with program placement?			Yes - 100		
*14. Should the counsellor help in planning special education programs in the school?			Yes - 88 No - 12		

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
10. Develops within the school a program for in-service training of the school staff regarding					
a) teacher-student relations	93/77/71/72	7/23/29/28	13/31/19/NA	73/69/65/NA	14/ 0/16/NA
b) understanding of problems of inter-personal relations	93/77/73/88	7/23/27/12	33/40/23/NA	53/60/54/NA	13/ 0/23/NA
c) learning Problems of students	71/59/76/75	29/31/24/25	47/29/29/NA	47/65/44/NA	7/ 6/18/NA
*23c) Should the counsellor help teachers by helping them to understand teacher-student relations?			Yes - 72 No - 28		
*23f) Should the counsellor help teachers by helping them to understand problems of interpersonal relations?			Yes - 88 No - 12		
*23g) Should the counsellor help teachers by helping them to understand learning problems of students?			Yes - 75 No - 25		
17. Teaches academic classes in addition to being a counsellor	86/71/51/NA	14/29/49/NA	100/88/68/NA	0/ 6/24/NA	0/ 6/ 8/NA
43. Teaches courses in occupations and careers	64/56/64/NA	36/44/36/NA	33/41/28/NA	67/53/48/NA	0/ 6/24/NA
*16. Should the counsellor teach other subjects in addition to being a counsellor?			Yes - 35 No - 60 Don't Know - 5		
21. Helps students to understand school rules and regulations	100/94/81/88	0/ 6/19/12	100/94/57/NA	0/ 6/17/NA	0/ 0/26/NA

*20e) Should the school counsellor help students to understand school rules and regulations? Yes - 88 No - 12

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
32. Serves as a liaison with other professional support services (School psychologist, special education, health, etc.) by making proper referrals to agencies available within the community	100/100/98/NA	0/ 0/ 2/NA	100/94/74/NA	0/ 6/26/NA	0/ 0/25/NA
35. Consults with administrators regarding students with particular problems	100/100/99/92	0/ 0/ 1/ 8	100/100/76/NA	0/ 0/ 3/NA	0/ 0/21/NA

*18. Should the counsellor discuss counselling cases with the principal? Yes - 92 No - 8

42. Collects, files, assembles, and distributes up-to-date occupational information for use in library displays, classroom projects, and bulletin boards	77/87/78/84	23/13/22/16	57/69/48/NA	43/25/29/NA	0/ 6/23/NA

*23e) Should the school counsellor assist teachers by organizing information on occupations for use in library displays, classroom projects, and bulletin boards? Yes - 84 No - 16

44. Conducts research related to the evaluation of the school guidance programs, such as follow-up of graduates, needs surveys, and student-school perception surveys	77/73/75/NA	23/27/25/NA	50/38/33/NA	50/56/32/NA	0/ 6/36/NA

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
43. Participates in professional growth and development through attendance at conferences and short courses	100/100/98/NA	0/ 0/ 2/NA	100/94/64/NA	0/ 0/ 8/NA	0/ 6/29/NA
*17. Should the counsellor have special training in counselling in addition to teacher training?			Yes - 100		
46. Takes part in administrative duties other than those of the guidance program	57/29/32/NA	43/71/68/NA	60/41/36/NA	40/29/31/NA	0/29/33/NA
47. Determines punitive action for students who break rules	36/20/28/23	64/80/72/77	40/40/24/NA	60/53/52/NA	0/ 7/24/NA
*19. Should the counsellor determine punishment for students who break rules?			Yes - 23 No - 77		
48. Takes part in layground and hallway supervision	100/94/82/NA	0/ 6/18/NA	87/94/71/NA	13/ 6/18/NA	0/ 0/12/NA

Counsellor Functions Relating to Students

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
9. Helps to plan and develop the school program in relation to the needs of students	87/81/85/NA	13/19/15/NA	79/59/41/NA	21/35/22/NA	0/ 6/37/NA
11. Administers and interprets group and individual tests of interest, aptitude, ability and achievement	86/63/84/NA	14/37/16/NA	60/63/55/NA	27/38/23	13/ 0/22/NA

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
12. Facilitates the delivery of services to students with special needs	86/77/89/NA	14/23/11/NA	73/69/52/NA	20/18/18/NA	7/13/30/NA
*14. Should the counsellor help in planning special education programs in the school?			Yes - 88	No - 12	
13. Assists students to develop study skills	73/73/60/57	27/27/40/43	64/63/25/NA	29/25/38/NA	7/13/37/NA
14. Assists students to develop examination writing skills	50/67/50/46	50/33/50/54	21/47/11/NA	64/53/45/NA	14/ 0/43/NA
26. Assists students to develop					
a) personal communication skills	86/88/83/NA	14/12/17/NA	80/88/41/NA	20/12/15/NA	0/ 0/44/NA
b) decision-making skills	93/88/88/88	7/12/12/12	87/82/44/NA	13/12/14/NA	0/ 6/42/NA
c) problem solving skills	93/87/83/88	7/13/17/12	93/88/43/NA	7/12/15/NA	0/ 0/42/NA
d) a positive self image	100/100/96/96	0/ 0/ 4/ 4	93/94/67/NA	7/ 0/ 6/NA	0/ 6/27/NA
*20. Should the school counsellor help students...					
a)...with study skills?			Yes - 57	No - 43	
b)...with exam writing skills?			Yes - 46	No - 54	
c)...to develop decision making skills			Yes - 88	No - 12	
d)...to develop problem solving skills			Yes - 88	No - 12	
15. Advises students and parents as they make decisions regarding courses and program selection	50/80/90/NA	50/20/10/NA	46/77/53/NA	46/18/19/NA	8/ 6/29/NA

*20g) Should the counsellor help students and their parents in choosing subjects and programs? Yes - 91 No - 9

The counsellor in this school...	Should	Should Not	Does	Does Not	Don'tKnow
16. Contacts and/or accepts appointments with students who...					
a) have grade eficiencies	100/80/91/	0/20/19/	27/87/61/NA	7/13/12/NA	7/ 0/27/NA
b) have frequent absences	100/100/89/	0/ 0/11/	93/88/49/NA	7/12/23/NA	0/ 0/28/NA
c) are suspended from class	100/93/88/	0/ 7/12/	93/94/45/NA	7/ 6/21/NA	0/ 0/34/NA
d) are suspended from school	100/83/87/	0/17/13/	93/79/39/NA	14/ 7/21/NA	0/ 7/40/NA

*20h) Should the counsellor help students who have poor grades? Yes - 64 No - 32 Don't Know - 4

*20i) Should the counsellor help students who have frequent absences? Yes - 88 No - 12

*20j) Should the counsellor help students who are suspended from class? Yes - 88 No - 12

*20k) Should the counsellor help sutdents who are suspended from school? Yes - 84 No - 16

18. Provides counselling to students on an individual one-to-one basis	100/100/99/NA	0/ 0/ 1/NA	100/94/89/NA	0/ 0/ 3/NA	0/ 6/ 8/NA
19. Provides counselling on a small group basis	100/94/99/NA	0/ 6/ 1/NA	100/88/61/NA	0/12/14/NA	0/ 0/26/NA

*15. When counselling students, should the counsellor talk with students one at at time 32 or in small groups 4 or how?
Both - depending on the circumstances 64

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
21. Helps students to understand school rules and regulations	100/94/94/88	0/ 6/ 6/12	100/94/57/NA	0/ 6/17/NA	0/ 0/26/NA
*20e) Should the counsellor help students to understand school rules and regulations?			Yes - 88	No - 12	
22. Plans and initiates activities that help students new to the school adjust to their new environments	93/80/83/92	7/20/17/ 8	60/59/31/NA	33/35/33/NA	7/ 6/36/NA
*20f) Should the counsellor help students who are new to the school to adjust totheir new school?			Yes - 92	No - 8	
24. Involves teachers in conferences with students with students and parents promoting a better understanding of the student and the student's development	100/94/94/96	0/ 6/ 6/ 4	80/88/47/NA	20/12/28/NA	20/12/53/NA
*23j) Should the counsellor help teachers by involving them in conferences with students and parents?			Yes - 96	No - 4	
27. Assists students in resolving conflicts with parents, teachers and peers	100/100/99/96	0/ 0/ 1/ 4	100/94/71/NA	0/ 0/ 8/NA	0/ 6/20/NA
37. Helps students to resolve problems of getting along with other students	100/100/99/NA	0/ 0/ 1/NA	100/94/78/NA	0/ 0/ 5/NA	0/ 6/18/NA

*20l) Should the counsellor help students in resolving conflicts with parents, teachers and schoolmates? Yes - 96 No - 4

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
28. Counsels students and provides information regarding drug and alcohol problems	85/93/98/92	15/ 7/ 2/ 8	64/75/56/NA	29/19/10/NA	7/ 6/34/NA

*20m) Should the counsellor help students by providing information and counselling regarding drug and alcohol problems? Yes - 92 No - 8

33. Respects the student's right to privacy by keeping confidential those matters which the student wishes private and confidential	100/100/99/96	0/ 0/ 1/ 4	100/94/74/NA	0/ 0/ 4/NA	0/ 6/22/NA

*21. Should the counsellor keep confidential those matters which the student wishes confidential? Yes - 96 No - 4

34. Assists students to understand and accept their own abilities and limitations, their interests, values, attitudes and emotions	100/100/99/96	0/ 0/ 1/ 4	100/94/74/NA	0/ 0/ 4/NA	0/ 6/22/NA

*20o) Should the counsellor help students to understand and accept their own abilities and limitations? Yes - 96 No - 4

*20p) Should the counsellor help students to understand and accept their own interests, values, attitudes and emotions? Yes - 96 No - 4

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
36. Helps students to develop skills and attitudes necessary for comfortable and wholesome associations with member of the opposite sex	86/94/89/92/14/ 6/11/ 8		87/88/39/NA	13/12/10/NA	0/ 0/51/NA
*20q) Should the counsellor help students to develop skills and attitudes necessary for comfortable and wholesome associations with members of the opposite sex?			Yes - 92	No - 8	
38. Counsels students with regard to...					
a) family problems	100/100/93/92	0/ 0/ 7/ 8	93/100/67/NA	7/ 0/ 6/NA	0/ 0/28/NA
b) emotional problems	100/100/97/92	0/ 0/ 3/ 8	100/100/72/NA	0/ 0/ 5/NA	0/ 0/23/NA
c) sexual problems	100/100/90/92	0/ 0/10/92	100/100/73/NA	0/ 0/ 4/NA	0/ 0/24/NA
d) social problems	100/100/97/88	0/ 0/ 3/12	100/100/73/NA	0/ 0/ 4/NA	0/ 0/24/NA
*20r) Should the counsellor help students in dealing with family problems?			Yes - 92	No - 8	
*20s) Should the counsellor help students in dealing with emotional problems?			Yes - 92	No - 8	
*20t) Should the counsellor help students in dealing with sexual problems?			Yes - 92	No - 8	
*20u) Should the counsellor help students in dealing with social problems?			Yes - 88	No - 8	Don't Know - 4
41. Provides students with information about part-time and summer jobs	62/73/63/76	38/27/37/24	43/56/40/NA	57/31/22/NA	0/13/39/NA

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
*20v) Should the counsellor help students by providing information about part-time and summer jobs?			Yes - 76	No - 24	
43. Teaches courses in occupations and careers	64/56/64/NA	36/44/36/NA	33/41/28/NA	67/53/48/NA	0/ 6/24/NA
*16. Should the counsellor teach other subjects in addition to being a counsellor?			Yes - 35	No - 60	Don't Know - 5
49. Arranges a computer assisted career information program	54/50/57/78	46/50/43/22	29/38/26/NA	71/56/42/NA	0/ 6/33/NA
*20w) Should the counsellor help students by arranging a computer assisted career information program?			Yes - 78	No - 22	

Counsellor Functions Relating to Teachers

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
4. Develops a program for actively communicating the nature of school counselling services to c) teachers	100/100/81/NA	0/ 0/19/NA	79/88/56/NA	21/ 6/22/NA	0/ 6/22/NA
*7. Should teachers know what the school counsellor does?			Yes - 100		
5. Develops and coordinates a formal student and teacher referral system in the school to ensure that each student's a) personal/social needs are met	79/88/95/NA	21/12/5/NA	71/82/60/NA	21/18/20/NA	8/18/40/NA

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
b) career needs are met	83/69/76/NA	17/31/24/NA	69/60/44/NA	31/33/26/NA	0/ 7/30/NA
c) educational needs are met	93/75/90/NA	7/25/10/NA	86/69/55/NA	7/25/21/NA	7/ 6/24/NA
*23b) Should the counsellor help teachers by explaining how students can be referred for counselling?			Yes - 92	No - 8	
8. Acta as a resource person for octaining up-to-date materials and information on guidance	100/88/97/NA	0/12/ 3/NA	86/88/66/NA	14/12/13/NA	0/ 0/21/NA
*13. Should the counsellor help in planning guidance programs in the school?			Yes - 96	Don't Know - 4	
10. Develops within the school a program for in-service training of the school staff regarding					
a) teacher-student relations	93/77/71/72	7/23/29/28	13/31/19/NA	73/69/65/NA	14/ 0/16/NA
b) understanding of problems of inter-personal relations	93/77/73/88	7/23/27/12	33/40/23/NA	53/60/54/NA	13/ 0/23/NA
c) learning problems of students	69/71/76/75	31/29/24/25	47/29/29/NA	47/65/44/NA	7/ 6/18/NA
*23c) Should the counsellor help teachers by helping them to understand teacher-student relations?			Yes - 72	No -28	
*23f) Should the counsellor help teachers by helping them to understand problems of interpersonal relations?			Yes - 88	No - 12	
*23g) Should the counsellor help teachers by helping them to understand learning problems of students?			Yes - 75	No - 25	

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
20. Provides information and consultation services to staff regarding students, and interprets student needs to staff	92/94/95/88	8/ 6/ 5/12	80/88/60/NA	7/ 6/27/NA	13/ 6/13/NA
*23h) Should the counsellor help teachers by providing them with information regarding students?			Yes - 88	No - 12	
*23i) Should the counsellor help teachers by interpreting student needs?			Yes - 91	No - 9	
24. Involves teachers in conferences with students and parents, promoting a better understanding of the student and the student's development	100/94/94/96	0/ 6/ 6/ 4	80/88/47/NA	20/12/28/NA	0/ 0/25/NA
*23j) Should the counsellor help teachers by involving them in conferences with students and parents?			Yes - 96	No - 4	
25. Develops a teacher consultation program to help show discipline and learning problems in the classroom	93/81/84/88	7/19/16/ 8	73/59/30/NA	27/41/43/NA	0/ 0/27/NA
*23a) Should the school counsellor assist teachers by being available to help with students who show discipline or learning problems in the classroom?			Yes - 88	No - 8	Don't Know - 4
40. Furnishes a review of student interviews to the teacher who made the referral	100/80/91/91	0/20/ 9/ 9	73/63/41/NA	27/25/27/NA	0/13/32/NA

*23d) Should the counsellor help teachers by giving teachers who referred the student a review of student interviews? Yes - 91 No - 9

Counsellor Functions Relating to Parents

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
4. Develops a program for actively communicating the nature of school counselling services to					
c) parents	87/100/83/NA	13/ 0/17/NA	100/82/76/NA	0/12/ 8/NA	0/ 0/16/NA
*3. Do you know who the school counsellor is?			Yes - 40	No - 60	
*4. Do you know what the school counsellor does?			Yes - 60	No - 40	
*5. Should parents know what the school counsellor does?			Yes - 100		
23. Works with individual parents or parent groups in order to help them understand...					
a) child growth and development	86/73/74/	14/27/26/	67/50/20/NA	27/44/33/NA	7/ 6/47/NA
b) family relations	93/75/72/	7/25/28/	67/59/19/NA	27/35/29/NA	7/ 6/52/NA
c) parental roles	93/67/70/	7/33/30/	67/50/19/NA	27/44/31/NA	6/ 6/50/NA
d) problem children	93/81/82/	7/19/18/	87/71/31/NA	6/29/24/NA	7/ 0/45/NA
*22a) Should the counsellor help parents by helping them to understand child growth and development?			Yes - 87	No - 13	
*22b) Should the counsellor help parents by helping them to understand family relations?			Yes - 83	No - 17	

*22c) Should the counsellor help parents by helping them to understand parental roles? Yes - 75 No - 21 Don't Know - 4

*22d) Should the counsellor help parents by helping them to understand problem children? Yes - 100

The counsellor in this school ...	Should	Should Not	Does	Does Not	Don't Know
24. Involves teachers in conferences with students and parents, promoting a better understanding of the student and the student's development	100/94/94/96	0/ 6/ 6/ 4	80/88/47/NA	20/12/28/NA	0/ 0/25/NA

*22h) Should the counsellor help parents to understand their child's achievement compared to that child's ability? Yes - 96 No - 4

*23j) Should the counsellor help parents by involving them in conferences with students and parents? Yes - 96 No - 4

31. Consults with parents concerning their children's academic, personal-social, and career development with suggestions for facilitating positive student growth	86/94/94/NA	14/ 6/ 6/NA	73/94/48/NA	27/ 6/ 8/NA	0/ 0/43/NA

*22e) Should the counsellor help parents by discussing with them their children's progress at school? Yes - 83 No - 17

*22f) Should the counsellor help parents by discussing with them their children's personal/social growth? Yes - 92 No - 8

*22g) Should the counsellor help parents by suggesting ways to encourage positive student growth? Yes - 100

The counsellor in this school...	Should	Should Not	Does	Does Not	Don't Know
39. Assists parents to develop realistic perceptions of their children's development in relation to their potential	100/100/92/96	0/ 0/ 8/ 4	87/88/41/NA	13/ 6/13/NA	0/ 6/46/NA

*22h) Should the counsellor help parents to understand their child's achievement compared to that child's ability? Yes - 96 No - 4